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Descripteur(s): *Développement du langage *Habileté verbale *Matériel didactique *Objectifs d'enseignement *Guide de l'enseignant *Primaire (Niveau)

Recueil qui présente des objectifs d'enseignement destinés aux maîtres du primaire et ayant trait aux habiletés de langage. Il contient les éléments de base que doit inclure le développement du langage des écoliers, disposés selon une progression à la fois systématique et logique. Il laisse cependant toute latitude au style de pédagogie personnel de l'enseignant et celui-ci peut le compléter au besoin. Les objectifs sont classés par domaines d'habiletés, à l'intérieur desquels les objectifs les plus fondamentaux sont placés au début et les plus avancés viennent par la suite. Chaque page contient un objectif pour lequel on trouve ce que doit faire l'enseignant, l'activité correspondante proposée aux élèves et, si nécessaire, un exemple.

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EDUQ 8270924

LAKESHORE SCHOOL BOARD

LANGUAGE ARTS INSTRUCTIONAL OBJECTIVES KIT (PRIMARY LEVEL)

REVISED COPY

PREFACE

PURPOSE	A guiding goal behind this collection of Language Arts Objectives is to aid the busy teacher.
HOW	This is done by compiling the basic components that are to be covered in the students language development and setting these goals in a systematic but natural progression.
SERVICE	As such, it represents an educational service, and not a curriculum "straight-jacket".
EFFICIENCY	It allows for the maximum input of the teacher's particular teaching style, keeping to a structure which is easily accessible and highly efficient.
SELECTION	The simple format in which the objectives are arranged should expedite the user's selection of his/her own objectives.
FREEDOM	Moreover, the educator may generate objectives to fill any areas that are emphasized in their particular language arts programs, since the time saved by utilizing this collection can free the teacher to do so.

STRUCTURE

Categories

The objectives have been categorized by area of skill, beginning with a fundamental group of entry objectives and spiraling to a more sophisticated level of competency.

Continuous Progress

Because the authors believe in a continuous progress approach to language experience, the objectives do not each have a specific vertical hierarchy or grade, but fall in a K-4 range.

C.I.

In all cases criterion items written in the first person singular act as a uniform guide to the educator.

"The criterion items are designed to exemplify the process called for in the objective"[1], not to stream groups as in a 'norm-referenced' test.

In most cases, answers are provided except for some content objectives where direct observation by the teacher forms the key to evaluation.

Student Record

Students have a record sheet which they check off as they do each objective.

It is in the form of a maze which is intended as a reward for the learner who actively engages in noting his/her progress.

The student record sheet may be brought home when completed, for, it shows on the back, the tasks which the student accomplished.

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[1] Instructional Objectives Exchange,
Language Arts: Study + Reference Skills
California: 1972. P.iV.

CONTENT **2 Books**	The objectives (what the learner is to do), criterion items (what the teacher asks the student to do), and sample items are included in one book, while the student, teacher, and parent record sheets together with an evaluation sheet are in another book.
Code	To facilitate storage and retrieval of so much information, a color and symbol code is used at the top right hand corner for any given set of objectives.
Index Cards	Index cards (12.5 cm x 7.5 cm) were found to be convenient format for storing this data with the objective on one side and corresponding C.I. on the reverse.
Chart	A general overview is provided by a detailed grid chart which outlines the scope of this set of objectives.

School Record	The teacher has a class record sheet and a parental report which shows the achievements of the student which can be placed in the reading file as reference.
Evaluation	There is both a teacher and student evaluation sheet about the objectives.
Feedback	This feedback is important for future revisions and testing the feasibility of the collection.
Quality Control	Procedures for evaluation and revision of this collection include evaluation by an L.A. consultant, by an evaluator of educational technology, and by teachers in the primary levels. Changes have included; a) addition of new objectives b) rewording of inappropriate and unsuccessful objectives c) reconstructing and re-ordering the set. d) inclusion of a grid chart

LANGUAGE USED: Glossary

The following definitions will help clarify any terms used in the collection.

1.	Entry Behaviours:	required behaviours a learner must have before entering a new learning situation.
2.	Behavioural Objectives:	also called Operational Learning or Performance objectives. It is what one would like the learner to know (cognition), to do (psychomotor), or to believe (affect). It must contain conditions and /or standards.
3.	Behaviour:	any visible activity displayed by the learner.
4.	Terminal Behaviour:	behaviour you would like the learner to demonstrate at the time your influence over him/or her ends.
5.	Criterion Item:	a standart or test by which terminal behaviour is evaluated. Can be used as a pretest and post test item.

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1. Refer to Ellie Robert, The Evaluation Hassle, LSB, 1974 pp 16-17. Includes a list of technological terms used in teaching by Behavioural Objectives.

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ENTRY BEHAVIOURS

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AUDITORY DISCRIMINATION #1

Objective 1.	Given a classroom environment, the learner will locate and identify sounds - within or outside the classroom.
C.I. Part 1:	"Close your eyes and listen. Listen to the sounds in this room. Tell me what you heard "
Part 2:	"Close your eyes and listen. Listen to the sounds that are outside this room. Tell me what you heard."

AUDITORY DISCRIMINATION #2

Objective 2.	The learner will identify a given sound of a hidden object upon request, e.g. ringing of a bell.
C.I.	"I am going to make some kind of a sound. Close your eyes and listen then tell me what the sound was."
S.I.	Bell ringing Drum beating Tap running Vocal utterance

AUDITORY DISCRIMINATION #3

Objective 3.	The learner will differentiate between the sounds of 2 hidden sound-producing objects that are distinctly different in sound.
C.I.	"I am going to make 2 different sounds. Listen carefully and then tell me what you heard."
S.I.	Drum beat - bell ring Paper crunching - vocal utterance Tap running - rap stick on table

AUDITORY DISCRIMINATION #4

Objective 4.	The learner will differentiate between the sounds of 2 hidden sound-producing objects that are very similar in sound.
C.I.	"I am going to make 2 sounds. Listen carefully and tell me what you heard."

S.I.

Closing of door	-	closing of desk drawer
Rap on empty can with a stick	-	rap on table with a stick
Rattle marble in a plastic container	-	rattle marble in a can

AUDITORY DISCRIMINATION #5

Objective 5.	The learner will identify one particular sound from a series of 4 sounds upon request.
C.I.	"I am going to make 4 sounds one of which is a bell ringing. Listen carefully. When you hear the bell ring, raise your hand."
S.I.	Drum beating Hand clapping Bell ringing Foot stamping

AUDITORY DISCRIMINATION #6

Objective 6.	Given a pattern of 4 sounds consisting of 3 similar sounds and 1 different sound, the learner will identify the sound which is different.
C.I.	"I am going to make 4 sounds. 3 of them are much the same but one will be different. When you hear the sound that is different, raise your hand."
S.I.	Tap on table with a stick. Tap on drum with a stick. Ring bell. Tap on floor with a stick.

AUDITORY DISCRIMINATION #7

Objective 7.	The learner will repeat a simple sound pattern.
C.I.	"I am going to make a pattern on my drum. You listen carefully and then make the same pattern on your drum."
S.I.	Use any rhythm band instrument, xylophone, etc.

AUDITORY DISCRIMINATION #8

Objective 8.	The learner will compose a simple sound pattern for another child to copy and will verify the second child's performance.
C.I.	"Both of you have drums. One of you will make a sound pattern on your drum. Then your partner will copy that sound pattern on his drum."
S.I.	Use any rhythm band instrument, xylophone, etc.

AUDITORY DISCRIMINATION #9

Objective 9.	Given a series of 4 sounds, one of which is a vocal utterance, the learner will indicate that all of the sounds are sounds by raising his hand each time he hears a sound.
C.I.	"I am going to make 4 sounds. Every time I make a different sound, raise your hand."
S.I.	1. Beat of drum 2. Bell ringing 3. Vocal utterance - "ah" 4. Crunching paper (Vary order for different children.)
Answer:	Learner will raise his hand 4 times.

AUDITORY DISCRIMINATION #10

Objective 10. As the learner listens to paired words, some of which are identical and some different, the learner will indicate by raising his hand when the 2 spoken words are the same.

C.I. "I will read a list of words, two at a time. Raise your hand when the 2 words are the same."

S.I.

1. Tab tab
2. Dab jab
3. Bag bag

Answer: #1, #3

BODY AWARENESS #1

Objective 1.	The learner will be able to identify the parts of the body by moving or touching the appropriate part in response to a specific request.
C.I.	"Touch your head" "Move your foot." "Touch your knee." "Shake your hands."
N.B.	All of the body awareness objectives may be used informally as part of the activity and games programme.

BODY AWARENESS #2

Objective 2.	The learner will be able to name a part of the body when that particular part of the body is referred to.
C.I.	Teacher points to a specific part of the child's body and asks - "What part of your body is that?"

BODY AWARENESS #3

Objective 3.	The learner will be able to put together correctly a puppet model of the human body and then to name correctly the various parts of the body.
C.I.	"Here are the pieces of a puppet. Put the parts together so that he looks like a real puppet. When you have finished, tell me the names for the different parts of his body."
S.I.	Finished puppet should measure 8" in length. Only basic body parts are required: head, body, 2 legs, 2 arms.

BODY AWARENESS #4

Objective 4.	The learner will be able to identify his left hand by moving it in response to a request to do so.
C.I.	"Raise your left hand." "Put your left hand on your head."

BODY AWARENESS #5

Objective 5. The learner will be able to identify his right hand by moving it in response to a request to do so.

C.I. "Raise your right hand."

"Put your right hand on your head."

BODY AWARENESS #6

Objective 6.	The learner will be able to name his left hand when he is requested to do so.
C.I.	"Put one hand on your knee. Which hand is that?"

BODY AWARENESS #7

Objective 7.	The learner will be able to name his right hand when requested to do so.
C.I.	"Put one hand on your head. Which hand is that?"

BODY AWARENESS #8

Objective 8. The learner will be able to identify his left foot by moving it in response to a request to do so.

C.I. "Shake your left foot."

"Lift your left foot."

BODY AWARENESS #9

Objective 9. The learner will be able to identify his right foot by moving it in response to a request to do so.

C.I. "Lift your right foot."
"Shake your right foot."

BODY AWARENESS #10

Objective 10.	The learner will be able to name his left foot when requested to do so.
C.I.	"Lift one foot. Which foot is that?"

BODY AWARENESS #11

Objective 11.	The learner will be able to name his right foot when requested to do so.
C.I.	"Lift one foot. Which foot is that?"

BODY AWARENESS #12

Objective 12.	The learner will be able to identify his right side by touching it in response to a request to do so.
C.I.	"Touch the right side of your body."

BODY AWARENESS #13

Objective 13.	The learner will be able to identify his left side by touching it in response to a request to do so.
C.I.	"Touch the left side of your body."

BODY AWARENESS #14

Objective 14.	The learner will be able to name his right side in response to a request to do so.
C.I.	"Touch one side of your body. Which side is that?"

BODY AWARENESS #15

Objective 15. The learner will be able to name his left side in response to a request to do so.

C.I. "Touch one side of your body. Which side is that?"

BODY AWARENESS #16

Objective 16.	The learner will be able to discriminate between the left and right parts of his body by moving in response to specific requests to do so.
C.I.	"Raise your left hand. Put it on your right knee." "Raise your right hand. Put it on your left shoulder."

BODY AWARENESS #17

Objective 17.	Given a confined area, the learner will have sufficient control over his body to move with competence.
C.I.	"Go to the table at the back of the room. Choose a game and take it back to your desk."
T.I.	This is an entrance objective or terminal behaviour for a teacher to observe.

BODY AWARENESS #18

Objective 18.	Given 5 objects in a row, the learner will demonstrate left to right eye progression by touching the first and last object correctly when requested to do so.
C.I.	"Here are some plastic animals. Touch the first one. Touch the last one."
S.I.	Use plastic animals, toys, familiar objects, etc.

BODY AWARENESS # 19

Objective 19.	Given a series of 5 separate pictures in a row the learner will demonstrate left to right eye progression by picking up the first and last pictures correctly when requested to do so.
C.I.	"Here is a row of pictures. Pick up the first picture. Pick up the last picture."
S.I.	Use pictures of common objects, animals, etc., approximately 2" x 2" in size.

BODY AWARENESS #20

Objective 20.	Given a printed page on which there are 5 pictures in a row the learner will demonstrate left to right eye progression by underlining with a pencil the first and last picture when requested to do so.
C.I.	"Here is a page with a row of 5 pictures on it. Find the first picture. Put a pencil mark under it. Find the last picture. Put a pencil mark under it."

SPATIAL RELATIONSHIPS

Objective 1.	Given a large box, the learner will place himself in the box when required to do so.
C.I.	"Get in the box."

SPATIAL RELATIONSHIPS

Objective 2.	Given a table or chair, the learner will place himself on one of these objects when requested to do so.
C.I.	"Sit on the chair."

SPATIAL RELATIONSHIPS

Objective 3.	Given a large box, the learner will place himself beside the box when requested to do so.
C.I.	"Stand beside the box."

SPATIAL RELATIONSHIPS

Objective 4.	Given a table and chair, the learner will place himself under one of these objects when requested to do so.
C.I.	"Sit under the table."

SPATIAL RELATIONSHIPS

Objective 5.	Given two chairs, the learner will place himself between the 2 chairs when requested to do so.
C.I.	"Stand between these 2 chairs."

SPATIAL RELATIONSHIPS

Objective 6.	Given an object and a table, the learner will place the object on the table when requested to do so.
C.I.	"Put the book on the table."

SPATIAL RELATIONSHIPS

Objective 7.	Given an object and a container, the learner will place the object in the container when requested to do so.
C.I.	"Put the marble in the box."

SPATIAL RELATIONSHIPS

Objective 8.	Given an object and a container, the learner will place the object beside the container when requested to do so.
C.I.	"Put the book beside the box."

SPATIAL RELATIONSHIPS

Objective 9.	Given an object and a table, the learner will place the object **under** the table when requested to do so.
C.I.	"Put the book under the table."

SPATIAL RELATIONSHIPS

Objective 10.	Given an object and 2 chairs, the learner will place the object between the 2 chairs when requested to do so.
C.I.	"Put the box between these 2 chairs."

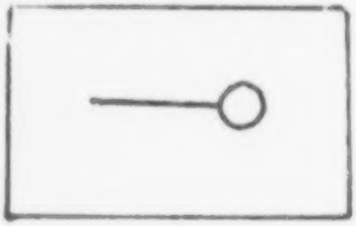
VISUAL RECALL

Objective 1. Given one simple line drawing, the learner will reproduce that drawing from memory, using a pencil and paper after an observation time of 1 minute.

C.I. "Here is a drawing that you must copy from memory. I'll show it to you. You'll look at it for 1 minute then I'll turn the card over and you will draw the picture as you remember it."

S.I.

1.



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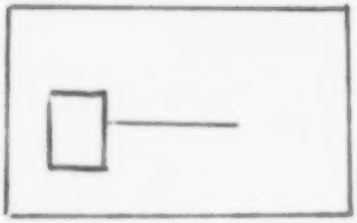

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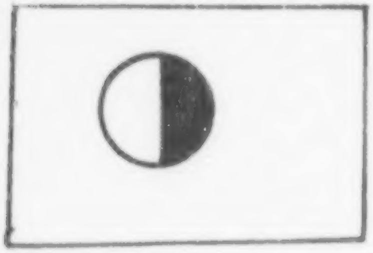


EXPRESSIVE LANGUAGE #1

Objective 1. Upon request, a learner will describe a familiar toy or object so that it could be readily identified by the listener through the description of shape, size, color, and use.

C.I. "Describe your favorite toy for me. Tell me its shape, color, size and use."

EXPRESSIVE LANGUAGE #2

Objective 2.	Upon request, the learner will describe all the things that may be found in a room of his choice.
C.I.	"Choose a room you are familiar with and describe all the things that can be found in it."

EXPRESSIVE LANGUAGE #3

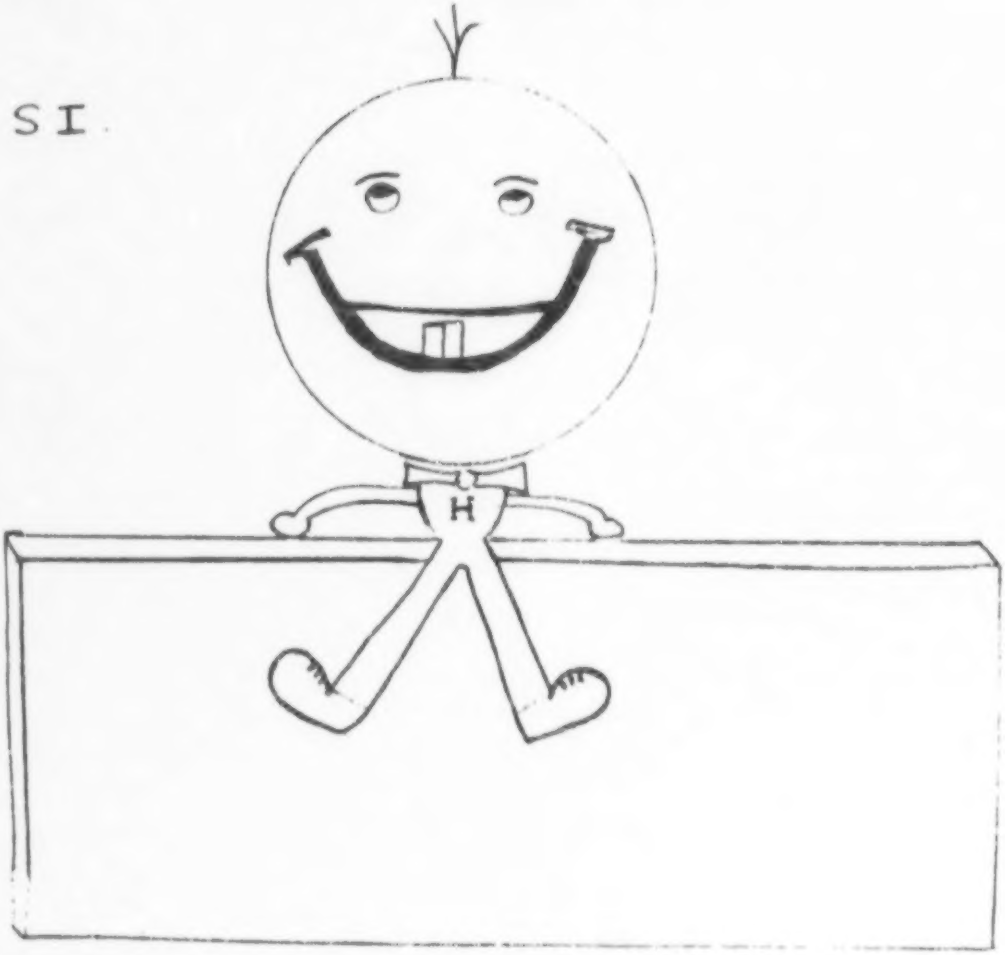
Objective 3.	Upon request, the learner will describe what happened in a familiar story.
C.I.	"Describe what happened from beginning to end in Little Red Riding Hood."
S.I.	Alice in Wonderland Wizard of Oz The Three Little Pigs Goldilocks and the Three Bears King Midas' Touch Peter Pan etc...

EXPRESSIVE LANGUAGE #4

Objective 4. Given a picture that illustrates a person showing strong emotional feeling, the learner will describe that feeling.

C.I. "Look at the picture. Describe the feeling it shows."

SI.



EXPRESSIVE LANGUAGE #5

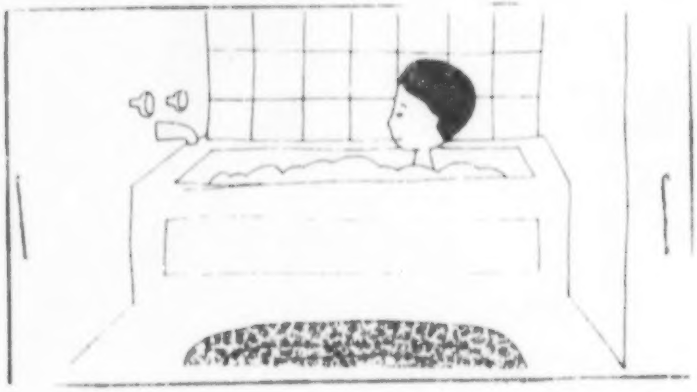
Objective 5.	Given an interesting article, the learner will construct a spontaneous story about that object and deliver it verbally.
C.I.	"Here is a toy. Make up a story about the toy and tell it to me."
S.I.	Use a familiar article.

EXPRESSIVE LANGUAGE #6

Objective 6. Given a picture that is simple in construction the learner will construct a spontaneous story about that picture and will deliver it verbally.

C.I. "Here is a picture. I want you to make up a story and tell it to me."

S.I.

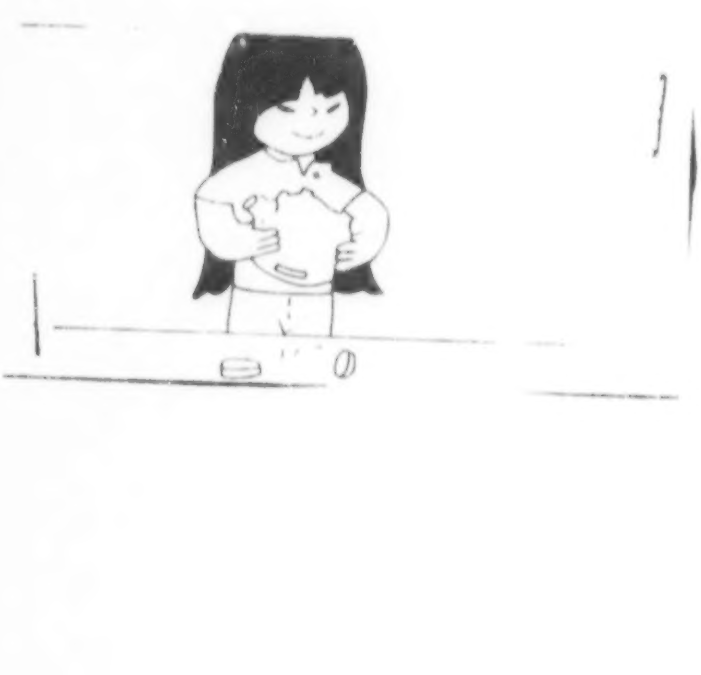


EXPRESSIVE LANGUAGE #7

Objective 7. Given a picture that is simple in construction the learner will write a spontaneous story about that picture.

C.I. "Here is a picture. Write a story about the picture."

S.I.:



EXPRESSIVE LANGUAGE #8

Objective 8.	After listening to a short story, the learner will supply an alternate conclusion for that story.
C.I.	"Listen to the story. Give me another possible ending."
S.I.	Use multiple ending stories. i.e. Moreland Latchford.

EXPRESSIVE LANGUAGE #9

Objective 9.	After listening to an incomplete short story, the learner will construct an inference about the outcome of that story.
C.I.	"Listen to the story. I shan't read the ending. You make it up with clues from the story."

EXPRESSIVE LANGUAGE #10

Objective 10. Given the outline of a situation, the learner will compose an appropriate telephone conversation and use it.

C.I. "One way of getting information for your project is to telephone a company and ask them to send information about their product. Make up a conversation for the telephone. Introduce yourself. Ask for the P.R. Dept. Tell why you phoned. Ask politely if the company could help you by sending pamphlets or brochures to your school. Thank them and say good - bye."

S.I. A list of co-operative Companies and Government Agencies. Use the phone book.

1) Metric Commision of Canada (Math-Metric System).
2) Department of Health (Smoking, Health, Participaction, Dental Care, Diets, Immunization).
3) Department of Mines and Fisheries (Ore samples, Fish Studies).
4) Indian Affairs (Pamphlets).
5) Agriculture Canada (Farming).
6) National Defence (Cadets etc...).
7) Environment Canada (Pollution Control, Wildlife).
8) Justice (Laws, R.C.M.P. etc...).
9) Postes Canada. Public Service (Stamp Collecting).
10) Customs (Vacations).
11) Transports (Meteorology).
12) National Parks (Brochures).

1) R.C.A.
2) Bell Canada
3) Dominion Glass
4) Imperial Oil
5) Windsor Salt
6) General Foods
7) Coca Cola
8) Weston Bakery
9) Hydro-Quebec
10) Xerox
11) I.B.M.
12) C.P., C.N.

RHYMING #1

Objective 1.	The learner will recite a nursery rhyme with 100% accuracy.
C.I.	"Say a nursery rhyme you know."
S.I.	Mother Goose rhymes etc.

RHYMING #2

Objective 2. After listening to a rhyming couplet, the child will identify the rhyming words.

C.I. "Listen to the rhyme. Tell me the words that have the same sound."

S.I.

Cock-a-doddle-doo
My dame has lost her shoe;

Billy, Billy, come along,
And I will sing a pretty song.

Jack, be nimble; Jack be quick;
Jack, jump over the candlestick.

Dickery, dickery, dock,
The mouse ran up the clock.

RHYMING #3

Objective 3.	Given 3 objects, the names of two to rhyme, the child will select and name the 2 that rhyme.
C.I.	"I am going to point to three things. Name them and tell me the two that make the rhyming sound.
S.I.	1) chair, hair, book 2) window, paper, bow 3) floor, book, door 4) paper, chair, reader 5) cord, rug, board
Answer:	1) chair, hair 2) window, bow 3) floor, door 4) paper, reader 5) cord, board

RHYMING #4

Objective 4. The child will supply 2 rhyming words to complete a rhyming couplet when requested to do so.

C.I. "I will read a rhyme to you but leave out the words that rhyme. See if you can think of the two rhyming words I leave out."

S.I.

1) Jack and __________
Went up the __________

2) Humpty dumpty sat on a __________
Humpty dumpty had a great __________

3) The Queen of __________
She made some __________

4) Old mother __________
Went to the __________

5) The north wind does __________
And we shall have __________

Answer:

1) Jill, Hill
2) wall, fall
3) Hearts, Tarts
4) Hubbard, cupboard
5) blow, snow

RHYMING - POETRY #5

Objective 5. Given any word, the learner will supply one which rhymes with it.

C.I. "I will say a word. Listen and say another word that rhymes with my word."

S.I.
1) strong
2) big
3) shade
4) floor
5) light

Answer:
1) long, bong, etc.
2) fig, twig, etc
3) fade, made, etc.
4) door, shore, etc
5) fight, sight, etc.

RHYMING - POETRY #6

Objective 6. Given a list of 5 words printed on a page, the learner will match each word with one that rhymes and will print the new words.

C.I. "Here are five words. Find a rhyming word for each and write it down."

S.I.
bay
dog
see
sit
tub

Answers:
tray, etc.
log, etc.
tree, etc.
hit, etc.
rub, etc.

RHYMING - POETRY #7

Objective 7. After hearing 2 pairs of unrhymed and rhymed lines, the learner will differentiate between them.

C.I. "I will read two different pairs of lines. Tell me which rhymes and which does not."

S.I.

(1) A. I saw a black boy
who played with a red car.

B. I saw a blue truck.
It crashed and stuck.

(2) A. See the boy
With a toy.

B. See the girl
With a rope.

Answer: 1) B, 2) A.

RHYMING - POETRY #8

Objective 8.	Given the first line of a rhyming couplet, the learner will supply the second line orally.
C.I.	"I will say some words. Listen to my last word, and make a rhyme to go with it."
S.I.	1) I lost my shoe. 2) The sea is high. 3) See the bug. 4) Run, mice, run. 5) Tick, tock, tick, tock.
Answers:	Accept any rhyming line.

RHYMING - POETRY #9

Objective 9. Given the first line of a rhyming couplet, the learner will supply the second line by writing it.

C.I. "I have written out five lines. You write a rhyming line to go with each line."

S.I.

1) Look at the frog.
2) See the bee.
3) Follow the car.
4) Smell the spice.
5) The bird can fly.

Answers:

1) Sit on the log, etc.
2) On my knee, etc
3) That goes far, etc.
4) It is nice, etc.
5) High in the sky, etc.

RHYMING - POETRY #10

Objective 10. The learner will compose a rhyming couplet and deliver it orally.

C.I. "Make up two lines that rhyme. Then, read them out loud."

RHYMING - POETRY #11

Objective 11.	The learner will compose a rhyming couplet and write it.
C.I.	"Make up two lines that rhyme. Write the rhyming lines out."

CODING #1

Objective 1.	Given 5 plastic animals and 5 matching pictures, the learner will demonstrate coding by correctly substituting the appropriate picture for each animal as he removes it.
C.I.	"Here are 5 plastic animals and 1 picture to match each animal. Place the animals in a row and keep the pictures in front of you. I am going to close my eyes and you must take away 1 animal and hide it from me. How could you let me know which one you took without telling me?"

CODING #2

Objective 2.	Given 4 geometric shapes in wood or plastic, and a paper and pencil, the learner will demonstrate coding by substituting a recognizable drawing for each shape as he removes it.
C.I.	"Here are 4 shapes. Arrange them in a row. I am going to close my eyes and you must take away one shape and hide it. How could you let me know which shape you took without telling me? You can use the pencil and paper to help you."

CODING #3

Objective 3. Given 5 familiar objects, the learner will demonstrate coding by dictating to the examiner the word for each object as he removes it. The examiner will print that word as it is dictated.

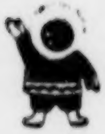
C.I. "Here are 5 toys. Put them in a row. Mary will look at the toys and then leave the room. When she comes back the toys will be gone but she will still be able to know which toy was in each place. How could you do that? I have a pencil and paper to help you."

CODING #4

Objective 4. Given a sentence using the rhebus style, the learner will demonstrate coding by reprinting the sentence, replacing each rhebus drawing with the appropriate word. Restrict the vocabulary to the child's reading vocabulary.

C.I. "Here is a story that uses some words and some pictures in place of words. You must write the story again putting in the word in place of the picture."

S.I.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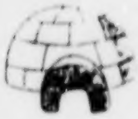
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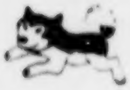
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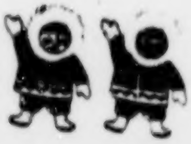
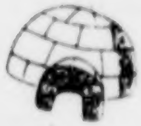
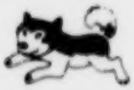
2 little  live in an  .

They had a  .

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CATEGORIES #1

Objective 1. Given a collection of real fruit and vegetables, the learner will sort these into two separate piles, one of fruit and one of vegetable.

C.I. "Here is a set of real fruits and vegetables. Put these into two sets, one of fruit only and one of vegetables."

S.I. (orange, apple, carrot, celery)
Scatter these on the floor.

Answer: (orange, apple), (carrot, celery)

CATEGORIES #2

Objective 2. Given a collection of real fruit and vegetables and some other items of food and a collection of articles of clothing, the learner will sort these into two piles, one of food and one of clothing.

C.I. "Here is a set of real fruit, vegetables, food and clothes. Put these into two sets, one of food only and one of clothes."

S.I. (orange, apple, banana, carrot, celery, candy, hat, shoe, scarf)

Scatter these on the floor.

Answer: (orange, apple, banana, carrot, celery, candy), (hat, shoe, scarf).

CATEGORIES #3

Objective 3. Given a collection of pictures of fruit and vegetables, the learner will sort these into two piles, one of fruit and one of vegetables.

C.I. "Here are some pictures of fruit and vegetables. Sort these into piles, one of fruit only and one of vegetables."

S.I. Cut from magazines and paste on cards the following: banana, apple, orange, carrot, celery, potato.

Answer: (banana, apple, orange), (carrot, celery, potato).

CATEGORIES #4

Objective 4. Given a collection of pictures of fruit, vegetables and other food and a collection of pictures of clothing, the learner will sort these into two piles, one of food and one clothing.

C.I. "Here are some pictures of fruit, vegetables, food and clothing. Sort these into two piles, one of food only and one of clothing."

S.I. Cut from magazines and paste on cards the following: orange, apple, banana, carrot, celery, candy, hat, shoe and scarf.

Answer: (orange, apple, banana, carrot, celery, candy)
(hat, shoe, scarf).

CATEGORIES #5

Objective 5.	Given a collection of models of farm and wild animals, the learner will sort these into two piles, one of farm animals and one of wild animals.
C.I.	"Here is a set of farm and wild animal models. Sort these into two sets, one of farm animals only and one of wild animals."
S.I.	Models may include horse, cow, dog, cat, chicken, pig, turkey, lion, tiger, monkey, squirrel. wolf, fox and deer.
Answer:	(horse, cow, dog, cat, chicken, pig, turkey). (lion, tiger, monkey, squirrel, wolf, fox, deer).

CATEGORIES #6

Objective 6.	Given a collection of pictures of farm and wild animals, the learner will sort these into two piles, one of farm animals and one of wild animals.
C.I.	"Here is a set of farm and wild animal pictures. Sort these into two sets, one of farm animals only and one of wild animals."
S.I.	Cut out from magazines and paste on cards the following pictures: a horse, cow, dog, cat, chicken, pig, turkey, lion, tiger, monkey, squirrel, wolf, fox, and deer.
Answer:	(horse, cow, dog, cat, chicken, pig, turkey). (lion, tiger, monkey, squirrel, wolf, fox, deer).

CATEGORIES #7

Objective 7. Given a collection of food, animals, and clothing, the learner will sort and then place together:

all the pictures of food.
all the pictures of animals.
all the pictures of clothing.

C.I. "Here is a set of food, animals and clothing pictures. Sort these into three sets, one of food only, another of animals only, and one of clothing only."

S.I. Combine cards made in objectives four and five.

DETAILS

Objective 1.	Given 3 objects that are fairly similar but have significant differences, the learner will select the object which is described.
C.I.	"Here are 3 model animals. I'm going to describe one. You choose the one I talked about."
S.I.	Use models of familiar objects, animals, shapes, etc.

DETAILS

Objective 2. Given a verbal description, the learner will select a picture from a group of 3, that corresponds to the description.

C.I. "Here are 3 pictures. I'm going to tell you about one of them and then you pick out the one I described."

DETAILS

Objective 3. Given a picture, the learner will describe its contents after it has been removed from sight.

C.I. "Look at this picture for a minute then I will take it away and you can tell me what you saw in the picture."

DETAILS

Objective 4. Given a short story of 3 sentences which emphasizes details, the learner will draw a picture which shows every detail mentioned in the story.

C.I. "I'm going to tell you a story about 3 things. You listen carefully and then draw a picture of those 3 things.

DETAILS

Objective 5. Given a reading selection of one paragraph, a list of incomplete sentences based on it, and a list of suitable words, the learner will complete each sentence by filling in the appropriate word in accordance with the paragraph read.

C.I. "Read this story. Then read each sentence and choose the word that goes with it so that it matches the story you read."

DIRECTIONS #1

ORAL

Objective 1. Given an oral direction, the child will repeat it correctly.

C.I. "I'm going to tell you the way to do something. Listen carefully and then tell me what I said."

DIRECTIONS #2

ORAL

Objective 2.	Given a short oral command, the child will follow its direction correctly.
C.I.	"Raise your hand."

DIRECTIONS #3

ORAL

Objective 3.	Given short oral directions, the learner will relay then correctly to another child.
C.I.	"I'll tell you what to do and then you must tell Mary to do the same thing.... Go to the door."

DIRECTIONS #4

ORAL

Objective 4.	Given a series of 3 oral commands, the learner will follow them in sequence and complete them within a given time limit.
C.I.	"Pick up the blue book; take it to the table and come back to me." (2 mins.)

FINE MOTOR DEVELOPMENT #1

Objective 1.	Given a carboard or plastic stencil, the learner will trace around it and cut out the pattern accurately.
C.I.	"Use your pencil and trace around this stencil as carefully as you can, then cut it out."

FINE MOTOR DEVELOPMENT #2

Objective 2.	Given a ruler, the student will draw a straight line of 17 cm. or more.
C.I.	"Draw a straight line across your paper with a ruler. Your line must be at least as long as your new pencil or longer."

FINE MOTOR DEVELOPMENT #3

Objective 3.	Given a maze of 10 centimetres thickness, the learner will successfully complete it without touching the parallel lines.
C.I.	"Here is a maze. Go through it without lifting your pencil off the page or touching the lines.
S.I.	Use any easy maze of 10 cm. thickness.

FINE MOTOR DEVELOPMENT #4

Objective 4. Given 3 dimensional shapes of a ○, □ and △, the learner will trace these accurately.

C.I. "Here are three shapes. Trace around them on paper."

S.I. Any I.M.C. geometry kit or other math models.

FINE MOTOR DEVELOPMENT #5

Objective 5.	Given any upper-case letter in print, the learner will copy legibley the same letter in print.
C.I.	"Print this letter on your page!"
S.I.	The teacher will repeat the above for all upper-case letters.

FINE MOTOR DEVELOPMENT #6

Objective 6. Given any lower-case letter in print, the learner will copy legibly the same letter in print.

C.I. "Print this letter on your page!"

S.I. The teacher will repeat the above for all lower-case letters.

FINE MOTOR DEVELOPMENT #8

Objective 8.	Given any lower-case letters in cursive writing, the learner will copy legibly the same letter in cursive style.
C.I.	"Copy this letter."
S.I.	The teacher will repeat the above for all lower-case letters according to the writing program. Check the booklet, "Handwriting in the Language Atrs Program - A teachers Guide", published by the Dept. of Education.

FINE MOTOR DEVELOPMENT #9

Objective 9.	Given any upper-case letter in cursive writing, the learner will copy legibly the same letter in cursive style.
C.I.	"Copy this letter."
S.I.	Check objective 7.

FINE MOTOR DEVELOPMENT #10

Objective 10.	Given any word the student can read, the learner will write the word in cursive style.
C.I.	"Read the word on the board. Copy the word on your page using cursive writing."
S.I.	Check objective 7.

MATCHING #1

Objective 1. Given a collection of concrete materials, the learner will match a given shape to similar ones in the collection.

C.I. "Here are some shapes. Look through the shapes and find the ones that match the shape I placed on the table."

S.I. Match circle to a collection of circles.

MATCHING #2

Objective 2.	Given a collection of letters of the alphabet, the learner will match a given letter to similar ones in the collection.
C.I.	"Here are some letters. Look through them and find the ones that match the letter I placed on the table."
S.I.	Use letters cut out of wood or plastic, or on letter cards.

MATCHING #3

Objective 3.	Given a collection of numerals, the learner will match a given numeral to similar ones in the collection.
C.I.	"Here are some numerals. Look through them and find the ones that match the numeral I placed on the table."
S.I.	Use numerals cut out of wood or plastic, or on numeral cards.

MATCHING #4

Objective 4.	Given a collection pictures that have been cut in half, the learner will match the halves correctly.
C.I.	"Here are some pictures that have been cut in half. Sort through them and find the 2 halves that match."
S.I.	Use pictures 2" square that contain one item only without background details.

MATCHING #5

Objective 5.	Given a printed page showing 1 letter in the centre and several letters scattered around it, the learner will match the centre letter to other similar ones on the page by drawing a line to link the 2.
C.I.	"Here is a page showing one letter in the centre and lots of letters scattered around it. Look carefully and find a letter that matches the one in the middle and draw a line to it. Do this until you have found all the letters like that on the page."

MATCHING #6

Objective 6. On being shown an experience chart on which there are word is printed, the learner will select a word card and match it to the printed word.

C.I. "Here is a word and here are some word cards. Look at the word cards and find one that matches the word on the chart."

MATCHING #7

Objective 7. Given a list of 4 words and a sample word, the learner will identify by underlining, the words that match the sample word.

C.I. "Here are 4 words and 1 word in a box, draw a line under the words that are the same as the word in the box."

LETTER RECOGNITION #1

Objective 1. Given a collection of upper-case letters, in plastic or wood, that are duplicated, the learner will select and pair those that are identical.

C.I. "Here is a set of upper-case letters. Pair the letters that are the same."

LETTER RECOGNITION #2

Objective 2.	Given a collection of lower-case letters, in plastic or wood, the learner will select and pair those that are identical.
C.I.	"Here is a set of lower-case letters. Pair the letters that are the same."

LETTER RECOGNITION #3

Objective 3. Given a collection of 6 upper-case letters, in wood or plastic, the learner will select the match to a specific letter that is distinctly different in shape to the others in the collection.

C.I. "Here is a set of six letters. Choose the one that matches the letter on the board. Read the rest out."

S.I. Use upper-case M N W T S Y write lower-case s on board.

LETTER RECOGNITION #4

Objective 4.	Given a collection of 6 upper-case letters, in wood or plastic, the learner will select the match to a specific letter that is similar in shape to the others in the collection.
C.I.	"Here is a set of 6 letters. Match one with the letter on the board. Read it out."
S.I.	Use Upper-case Z S X F O E, Upper-Case S.

LETTER RECOGNITION #5

Objective 5. Given a collection of 6 lower-case letters, in wood or plastic, the learner will select the match to a specific letter that is distinctly different in shape to the others in the collection.
eg. n to s w x f g n

C.I. "Here is a set of 6 letters. Match one to the letter on the board. Read out the rest."

S.I. Use lower-case s x w f g n, lower-case n.

LETTER RECOGNITION #6

Objective 6.	Given a collection of 6 lower-case letters, in wood or plastic, the learner will, select the match to a specific letter that is similar in shape to the others in the collection.
C.I.	"Here is a set of 6 letters. Match one to the letter on the board. Read it out."
S.I.	Use lower-case n m h u r w, lower-case n.

LETTER RECOGNITION #7

Objective 7.	Given a collection of upper and lower-case letters, in plastic or wood, the child will pair the upper case with its lower-case version.
C.I.	"Match the upper-case letters with the right lower-case letters."
S.I.	Use the alphabet.

LETTER RECOGNITION #8

Objective 8. Given a paper on which a series of 6 upper-case letters are printed, the learner will place a pencil mark around the letter in the series which matches a single letter in a left-hand column.

C.I. "Here is a list of 6 letters and a single letter in the left hand column. Circle the upper-case letter that matches the single letter."

S.I.	s	M V H S T Y
r:	S	

LETTER RECOGNITION #9

Objective 9. Given a paper on which a series of 6 upper-case letters are printed, the learner will place a pencil mark around the letter in the series which matches a single letter in a left-hand column.

C.I. "Here is a list of 6 letters and a single letter in the left-hand column. Circle the letter that matches it."

S.I. S | Z E X F O S

Answer: S

LETTER RECOGNITION #10

Objective 10. Given a paper on which a series of 6 lower-case letters are printed, the child will indicate by placing a pencil mark around it, the letter in the series that matches a single letter in a left-hand column.

C.I. "Here is a list of 6 letters and a single letter in the left-hand column. Circle the letter that matches it."

S.I.	n	s w x f n g

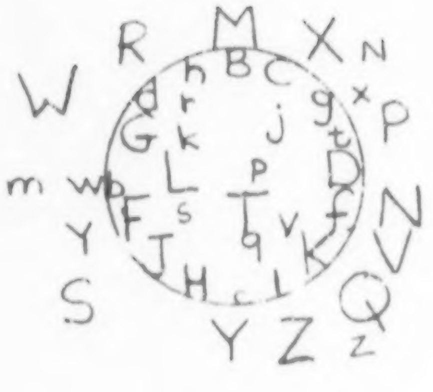
Answer: n

LETTER RECOGNITION #11

Objective 11. Given a paper on which there are at least 18 upper-case letters printed in a scattered manner, the learner will pair the upper-case letter with its lower case version by joining them with a pencil line.

C.I. "Here is a list of letters. Join the upper and lower-case letters that match with a line."

S /


R M X N
W h B C x P
a r g
G k j t
m w b L p D
F s T v f N
Y J q K V
H c I
S Q
Y Z z

LETTER RECOGNITION #12

Objective 12. Given a collection of lower-case letters, in plastic or wood, the learner will recognize and select a letter when given the name of it.

C.I. "Choose the letter and say from your set."

S.I. ALPHABET - lower-case.

LETTER RECOGNITION #13

Objective 13.	Given a collection of upper-case letters, in plastic or wood, the learner will recognize and select a letter when given the name of it.
C.I.	"Choose the letter I say from your set."
S.I.	Alphabet - Upper-Case consonants.

LETTER RECOGNITION #14

Objective 14.	Given a collection of 18 lower-case letters, in plastic or wood, the learner will select a letter and name it in turn.
C.I.	"Take each letter in your set. Show it to me and say its name."
S.I.	Alphabet - lower-case consonants.

LETTER RECOGNITION #15

Objective 15. Given a collection of 18 upper-case letters, in plastic or wood, the learner will select a letter and name it in turn.

C.I. "Take each letter in your set. Show it to me and say its name."

S.I. Alphabet. Upper-case consonants.

LETTER RECOGNITION #16

Objective 16. Given a page on which are printed 18 lower-case letters, the learner will circle a letter with a pencil and name it in turn when given the name and sound.

C.I. "Circle the letters on the list when I say their name."

S.I. Alphabet lower-case consonants.

LETTER RECOGNITION #17

Objective 17.	Given a page on which are printed 18 upper-case letters, the learner will circle a letter with a pencil and name it in turn when given the name.
C.I.	"Circle the letters on the list when I say their name."
S.I.	Alphabet, upper-case consonants.

LETTER RECOGNITION #18

Objective 18.	Given a page on which 18 upper-case letters are printed in a scattered manner, the learner will indicate by placing a pencil mark around it when given the sound of a consonant.
C.I.	"Circle the letters on the list when I make their sound."
S.I.	Alphabet, upper-case consonants printed in a scattered fashion.

LETTER RECOGNITION #19

Objective 19.	Given a page on which 18 lower-case letters are printed in a scattered manner, the learner will indicate by placing a pencil mark around it when given the sound.
C.I.	"Circle the letters on the list when I make their sound."
S.I.	Alphabet lower-case consonants printed in a scattered fashion.

LETTER RECOGNITION #20

Objective 20. Given a collection of 18 upper-case letters, in plastic or wood, the learner will select, and give the appropriate sound when given the name of that letter.

C.I. "I'll name a letter. You make its sound."

S.I. Alphabet--consonants.

LETTER RECOGNITION #21

Objective 21. Given a page on which the vowels are printed in a scattered manner, the learner will indicate by placing a pencil mark around it when given the long sound of the vowel.

C.I. "Circle the vowel I say from your list."

S.I. e, u, i, y, a, o.

LETTER RECOGNITION #22

Objective 22. Given a page on which the vowels are printed in a scattered manner, the learner will indicate by placing a pencil mark around it when given the short sound of the vowel.

C.I. "Circle the vowel I say from your list."

S.I. e, a, o, i, u, y.

LETTER RECOGNITION #23

Objective 23. Instructed to recite the alphabet orally, the learner will say it with 100% accuracy.

C.I. "Say the alphabet out loud."

LETTER RECOGNITION #24

Objective 24.	Instructed to print the alphabet, the learner will do so with 100% accuracy.
C.I.	"Print the alphabet."

PHONICS

INITIAL CONSONANTS -

Objective 1.	Given 5 concrete objects, 4 of which have names that begin with the same consonant sound, the learner will select the 4 objects whose names begin with the same consonant sound.
C.I.	"Here are 5 toys. 4 of them have names that begin with the same sound. Show me those 4 toys."
S.I.	Teacher could use plastic animals, toys, models of familiar household appliances, furniture, etc.

INITIAL CONSONANTS -

Objective 2. Given 5 pictures, of which 4 have names beginning with the same consonant sound, the learner will select the 4 pictures having the same initial consonant sound.

C.I. "Here are 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures."

INITIAL CONSONANTS -

Objective 3. Given a printed page on which are scattered 7 pictures, of which 5 have names that begin with the same initial consonant sound, the learner will circle with a pencil those pictures that have the common initial consonant.

C.I. "Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Put a circle around those 5 pictures."

INITIAL CONSONANTS -

Objective 4.	Given 5 concrete objects, 4 of which have names that begin with the same consonant sound, the learner will select the 4 objects whose names begin with the same consonant sound. He will name the letter that goes with that sound.
C.I.	"Here are 5 toys. 4 of them have names that begin with the same sound. Show me those 4 toys. Tell me the name of the letter that goes with that sound.
S.I.	Teacher could use plastic animals, toys, models of familiar household appliances, furniture, etc.

INITIAL CONSONANTS -

Objective 5. Given 5 picture, of which 4 have names that begin with the same consonant sound, the learner will select the 4 pictures having the same initial consonant sound. He will name the letter that goes with that sound.

C.I. "Here are 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures. Tell me the name of the letter that goes with that sound."

INITIAL CONSONANTS -

Objective 6.	Given a printed page on which are scattered 7 pictures, of which 5 have names that begin with the same consonant sound, the learner will circle with a pencil those pictures that have a common initial consonant. He will name that letter.
C.I.	"Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Put a circle around those 5 pictures. Tell me the name of the letter that goes with that sound."

INITIAL CONSONANTS -

Objective 7.	Given a picture of an object and the names partially spelled out (omitting the initial consonant) the learner will write in the initial consonant necessary to complete the word.
C.I.	"On this paper there is a picture and its name. The name has a space for the first letter. Say the name of the picture. Think about the sound at the beginning, then print the letter that goes with that sound in the space for it."

INITIAL VOWELS -

Objective 1.	Given 5 concrete objects of which 4 have names that begin with the same vowel sound, the learner will select the 4 objects whose names have a common initial vowel.
C.I.	"Here are 5 toys, 4 of them have names that begin with the same sound. Show me the 4 toys."
S.I.	Teacher could use plastic animals, toys, models of familiar household appliances or furniture, etc.

INITIAL VOWELS -

Objective 2. Given 5 pictures, of which 4 have names that begin with the same vowel sound, the learner will select the 4 pictures that have a common initial vowel.

C.I. "Here are 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures."

INITIAL VOWELS -

Objective 3. Given a printed page on which are scattered 7 pictures, 5 of which have names that begin with the same vowel sound, the learner will circle with a pencil those pictures that have a common initial vowel.

C.I. "Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Show me those 5 pictures."

INITIAL VOWELS -

Objective [illegible].	Given 5 concrete objects of which 4 have names beginning with the same vowel sound, the learner will select the 4 objects whose names have a common initial vowel and he will name that letter.
C.I.	"Here are 5 toys. 4 of them have names that begin with the same sound. Show me those 4 toys. Tell me the name of the letter that goes with that sound."
S.I.	Teacher could use plastic animals, toys, models of familiar household appliances, furniture, etc.

INITIAL VOWELS -

Objective **5.**	Given 5 pictures, of which 4 have names that begin with the same vowel sound, the learner will select the 4 objects that have a common initial vowel. He will name that letter.
C.I.	"Here are 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures. Tell me the name of the letter that goes with that sound."

INITIAL VOWELS -

Objective **6.**	Given a printed page on which are scattered 7 pictures, of which 5 have names that begin with the same vowel, the learner will circle with a pencil those pictures that have a common initial vowel. He will name that letter.
C.I.	"Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Put a circle around those 5 pictures. Tell me the name of the letter that goes with that sound."

INITIAL VOWELS -

Objective 7. Given a picture of an object and its name, partially spelled out (omitting the initial vowel) the learner will write in the initial vowel necessary to complete the word.

C.I. "On this page there is a picture and its name. The name has a space for the first letter. Say the name of the picture. Think about the sound at the beginning, then put the letter that goes with that sound in the space for it."

FINAL CONSONANTS (SINGLE) -

Objective 1.	After hearing a word, the learner will identify the sound at the end of that word.
C.I.	"I am going to say a word. Listen carefully to the sound at the end of the word. Tell me that sound."

FINAL CONSONANTS -

Objective 2. After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the sound at the end of that word.

C.I. "I am going to say a word. Listen carefully to the sound at the end of the word, then choose the letter that goes with that sound."

FINAL CONSONANTS -

Objective 3.	Given a page on which 3 letters are printed, the learner will identify by underlining, the letter which matches the sound at the end of a spoken word.
C.I.	"There are 3 letters on this page. I am going to say a word. Listen carefully to the sound at the end of the word then make a pencil line under the letter that goes with that sound."

FINAL CONSONANTS -

Objective 4. Given a picture and 3 letter cards, the learner will select the letter card which matches the final sound in the name of the picture.

C.I. "Here is a picture and 3 letter cards. Say the name of the picture, think about the ending sound in the name then choose the letter that goes with that sound."

FINAL CONSONANTS -

Objective 5. Given a page showing a picture and 3 letters, the learner will identify, by underlining, the letter which matches the final sound in the name of the picture.

C.I. "On this paper there is a picture and 3 separate letters. Say the name of the picture, think about the sound at the end of the name then draw a pencil line under the letter that goes with that sound."

FINAL CONSONANTS -

Objective 6. After hearing a word, the learner will identify and name the letter which matches the sound at the end of that word.

C.I. "I am going to say a word. Listen carefully to the sound at the end then tell me the letter that goes with that sound."

FINAL CONSONANTS -

Objective	7.	After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the sound at the end of that word. He will also name that letter.
C.I.		"I am going to say a word. Listen carefully to the sound at the end of the word, then choose the letter that goes with that sound. Tell me the name of that letter."

FINAL CONSONANTS -

Objective 8. Given a page on which 3 letters are printed, the learner will identify by underlining, the letter which matches the final sound in a spoken word. He will also name that letter.

C.I. "There are 3 separate letters on this paper. I am going to say a word. Listen carefully to the sound at the end of that word then make a pencil line under the letter that goes with that sound. Tell me the name of that letter."

FINAL CONSONANTS -

Objective 9. Given a picture and 3 letter cards, the learner will select the letter card which matches the final sound in the name of the picture. He will also name that letter.

C.I. "Here is a picture and 3 letter cards. Say the name of the picture; think about the sound at the end of the name then choose the letter that goes with that sound. Tell me the name of that letter."

FINAL CONSONANTS -

Objective **10.** Given a page showing a picture and 3 letters, the learner will identify by underlining, the letter which matches the final sound in the name of the picture. He will also name the letter.

C.I. "On this page, there is a picture and 3 separate letters. Say the name of the picture; think about the sound at the end of the name then draw a pencil line under the letter that goes with that sound. Tell me the name of that letter."

FINAL CONSONANTS -

Objective **11.**	After hearing a word, the learner will identify orally which of the words (subsequently spoken) have the same final consonant as the first word.
C.I.	"I am going to say a word. Listen carefully to the sound at the end of that word --- "bag". Remember it. Now tell me which of the words I am going to say have the same sound as "bag" at the end:- 1. wag 2. way 3. big 4. tug
Answer	1, 3, 4

FINAL CONSONANTS -

Objective **12.** Given a printed page showing a picture and a list of 4 words, the learner will identify by underlining, the words which have the same _final_ consonant sound as the name of the picture (not included).

C.I. "On this page there is a picture and 4 words. The name of the picture isn't there. Say the name of the picture. Think of the sound at the end, then make a pencil line under each of the words that have the same ending sound as the name of the picture. Say the name of the letter that goes with that sound."

FINAL CONSONANTS -

Objective	**13.**	Given a picture of an object and its written name partially spelled out (omitting the final consonant), the learner will write the final consonant necessary to complete the word.
C.I.		"On this paper there is a picture and its name. The name has a space for the last letter. Say the name of the picture. Think about the sound at the end, then print the letter that goes with that sound in the space for it. Say the name of that letter."

MEDIAL VOWELS -

Objective 1.	After hearing a word, the learner will identify the vowel sound that occurs in the middle of that word.
C.I.	"I am going to say a word. You listen carefully to the sound you hear in the middle of that word."

MEDIAL VOWELS -

Objective 2.	After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the sound of the vowel that occurs in the middle of that word.
C.I.	"Here are 3 letters. I am going to say a word. You listen carefully to the sound you hear in the middle of that word then you choose the letter that goes with that sound."

MEDIAL VOWELS -

Objective 3. Given a picture and 3 letter cards, the learner will select the letter card that matches the middle vowel sound in the name of the pictured object.

C.I. "Here is a picture and 3 letter cards. You say the name of the picture. Think about the sound you hear in the middle of the name then choose the letter which goes with that sound."

MEDIAL VOWELS -

Objective 4.	After hearing a word, the learner will identify and name the letter which matches the vowel sound in the middle of the word.
C.I.	"I am going to say a word. Listen to the sound in the middle of the word then tell me the name of the letter that goes with that sound."

MEDIAL VOWELS -

Objective 5. After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the vowel sound in the middle of the word. He will also name the letter.

C.I. "I am going to say a word. Listen carefully to the sound in the middle of the word, then choose the letter that goes with that sound .... Tell me the name of that letter."

MEDIAL VOWELS -

Objective 6. Given a page on which 5 vowels are printed, the learner will identify by underlining, the letter which matches the vowel sound in the middle of the word. He will also name that letter.

C.I. "Here is a paper with 5 letters on it. I am going to say a word. Listen carefully to the sound in the middle of the word then make a pencil line under the letter that goes with that sound .... Tell me the name of that letter."

MEDIAL VOWELS -

Objective 7. Given a picture and 3 letter cards, the learner will select the letter card which matches the middle vowel sound in the name of the picture. He will also name that letter.

C.I. "Here is a picture and 3 letter cards. Say the name of the picture. Think about the sound you hear in the middle of the name, then choose the letter that goes with that sound .... Tell me the name of that letter."

MEDIAL VOWELS -

Objective 8.	Given a page on which 3 vowels are printed, the learner will identify by underlining the letter which matches the sound that occurs in the middle of the spoken word. He will name that letter.
C.I.	"There are 3 letters on this paper. I am going to say a word. Listen for the sound in the middle of the word, then make a line under the letter that goes with that sound ... What is the name of that letter?"

MEDIAL VOWELS -

Objective 9. After hearing one word, the learner will identify orally which of the 4 words (subsequently spoken) have the same medial vowel as the first word.

C.I. "I am going to say a word. Listen carefully to the sound in the middle:-

'cat'

I am going to say 4 words. Tell me which ones have the same middle sound as 'cat'

1. rat
2. boy
3. man
4. bag

What is the name of the letter that goes with that sound?"

Answer 1, 3, 4

MEDIAL VOWELS -

Objective 10. Given a page showing a picture and 3 separate vowels, the learner will identify by underlining the letter which matches the middle vowel sound in the name of the picture. (Name of picture is not shown.)

C.I. "This paper has a picture and 3 separate letters on it. Say the name of the picture, think about the sound you hear in the middle of the name then make a pencil line under the letter that goes with that sound."

MEDIAL VOWELS -

Objective 11. Given a printed page and a list of 4 words, the learner will identify by underlining the words which have the same medial vowel as the name of the picture. (Name of picture is not shown.)

C.I. "On this page there is a picture and 4 words. The name of the picture isn't there. Say the name of the picture. Think about the sound in the middle then draw a line under each word that has the same middle sound as the name of the picture. Say the name of the letter that has that sound."

MEDIAL VOWELS

Objective 12. Given a picture of an object and its written name partially spelled out (omitting the medial vowel), the learner will write the middle vowel necessary to complete the word.

C.I. "On this paper there is a picture and its name. The name has a space for the middle letter. Say the name of the picture, think about the sound in the middle, then print the letter that goes with that sound in the space for it."

MEDIAL CONSONANTS -

Objective 1 After hearing a word, the learner will identify the sound which matches the consonant that occurs in the middle of that word.

C.I. "I am going to say a word. You listen carefully to the sound you hear in the middle of the word .... Tell me that sound."

MEDIAL CONSONANTS

Objective 2.	After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the sound of the consonant that occurs in the middle of that word.
C.I.	"Here are 3 letters. I am going to say a word. You listen carefully to the sound you hear in the middle of the word then choose the letter that goes with that sound."

MEDIAL CONSONANTS

Objective 3. Given a picture and 3 letter cards, the learner will select the letter card that matches the middle consonant sound in the name of the pictured object.

C.I. "Here is a picture and 3 letter cards. You say the name of the picture. Think about the sound you hear in the middle of the name then choose the letter which goes with that sound."

MEDIAL CONSONANTS -

Objective **4.** After hearing a word, the learner will identify and name the letter which matches the consonant sound in the middle of that word.

C.I. "I am going to say a word.
Listen to the sound in the middle of the word then tell me the name of the letter that goes with that sound."

MEDIAL CONSONANTS -

Objective 5. After hearing a word, the learner will select from 3 plastic or wooden letters, the letter which matches the consonant sound in the middle of that word. He will also name that letter.

C.I. "I am going to say a word.
Listen carefully to the sound in the middle of the word then choose the letter that goes with that sound.....
Tell me the name of it."

MEDIAL CONSONANTS -

Objective 6. Given a page on which 3 consonants are printed, the learner will identify by underlining, the letter which matches the consonant sound in the middle of a spoken word. He will also name that letter.

C.I. "Here is a paper with 3 letters on it. I am going to say a word. Listen carefully to the sound in the middle of the word then make a pencil line under the letter that goes with that sound ..... Tell me the name of that letter."

MEDIAL CONSONANTS -

Objective 7. Given a picture and 3 letter cards, the learner will select the letter card which matches the middle consonant sound in the name of the picture. He will also name that letter.

C.I. "Here is a picture and 3 letter cards. Say the name of the picture. Think about the sound you hear in the middle of the name then choose the letter that goes with that sound. Tell me the name of the letter."

MEDIAL CONSONANTS -

Objective 8. Given a page on which 5 consonants are printed, the learner will identify by underlining, the letter which matches the consonant sound that occurs in the middle of a spoken word.

C.I. "There are 5 letters on this paper. I am going to say a word. Listen for the sound in the middle of the word then make a line under the letter that goes with that sound."

MEDIAL CONSONANTS -

Objective 9. After hearing one word, the learner will identify, orally, which of the 4 words (subsequently spoken) have the same medial consonant as the name of the picture (not included).

C.I. "I am going to say a word. Listen carefully to the sound in the middle.

'butter'

Now tell me which of these words have the same sound in the middle:

1. scooter
2. wagon
3. water
4. carton

What is the name of the letter that goes with that sound?"

Answer: 1, 3, 4

MEDIAL CONSONANTS -

Objective 10. Given a page showing a picture and 5 consonants, the learner will identify by underlining, the letter which matches the middle consonant sound in the name of the picture.

C.I. "This paper has a picture and 5 separate letters on it. Say the name of the picture, think about the sound you hear in the middle of the name then make a pencil line under the letter that goes with that sound."

MEDIAL CONSONANTS -

Objective 11. Given a printed page showing a picture and a list of 4 words, the learner will identify by underlining the words which have the same medial consonant as the name of the picture (not included).

C.I. "On this page there is a picture and 4 words. The name of the picture isn't there. Say the name of the picture. Think about the sound in the middle then draw a line under each word that has the same sound in the middle as the name of the picture. Say the name of the letter that goes with that sound."

MEDIAL CONSONANTS -

Objective **12.** Given a picture of an object and its written name partially spelled out (omitting the middle consonant) the learner will write the middle consonant necessary to complete the word.

C.I. "On this paper there is a picture and its name. The name has a space for the middle letter. Say the name of the picture, think about the sound in the middle, then print the letter that goes with that sound in the space for it."

PHONICS

VOWELS

Objective 1. Given a collection of objects, the learner will sort them into two piles on the basis of the short and long vowel sounds contained in their names.

C.I. "Here are some models. Sort them into 2 piles. One pile has names with short sounds like cat, dog. The other pile has names with long sounds like rake, boat."

S.I. Use models of familiar objects, animals tools, etc.

PHONICS

VOWELS

Objective 2. Given a collection of pictures, the learner will sort them into 2 piles on the basis of the short and long vowel sounds contained in the names of the pictures.

C.I. "Here are some pictures. Sort them into 2 piles. One pile has names with short sounds like cat, dog. The other pile has names with long sounds like rain, bee."

S.I. Use pictures of familiar objects, animals tools, etc.

PHONICS

VOWELS

Objective 3. Given paired words with short vowel sounds, the learner will identify the vowel sounds as being short.

C.I. "Here are word pairs. Are the vowel sounds long or short?"

S.I.
hit - sit
hat - mat
hop - top
bet - met
rut - shut

PHONICS

VOWELS

Objective 4. Given a word list with short vowel sounds, the learner will identify the position of the vowel sound.

C.I. "Here is a word list. Listen for the vowel sound. Circle the letter beside each word, which tells if the sound is in the beginning, middle or end."

S.I.

1) pet B M E
2) eat B M E
3) to B M E

Answers:

1) M
2) B
3) E

PHONICS

VOWELS

Objective 5.	Given paired words with long vowel sounds, the learner will identify the vowel sounds as being long.
C.I.	"Here are word pairs. Are the vowel sounds long or short?"
S.I.	may - stay we - he sow - tow sigh - high mute - cute

PHONICS

VOWELS

Objective 6. Given a list of words that contain short and long vowels, the learner will select and write these words in two columns on the basis of long and short vowels.

C.I. "Here is a list of words. Read the words and make a list. One list of words with short sounds and one list of words with long sounds."

S.I. Use Glass Analysis Vowel Cluster. See Appendix to Learning Opportunities.

PHONICS

VOWELS

Objective 7. The student will be able to pronounce or indicate the pronunciation of words containing vowel-consonant variants.

C.I. "Pronounce the following words and say them out loud."

S.I. Use the following phonograms and make an initial consonant substitution.

__at
__an
__ad
__am
__et
__en
__ed
__it
__in
__ig
__ot
__un
__up
__and
__ang
__ing
__ake
__ame
__ike
__ay
__ack

(e.g __ at, hat, cat, bat, sat, fat)

Also excellent lists available in E.W. Dolch, Group Sounding Game (Garrard Press c 1945) at Currdev.

Vowel Combinations

Objective B. Given a list of words containing any V V combination, the learner will be able to pronounce each word.

C.I. "Here is a list of words. Please read each word and pronounce it."

S.I.
snail
leaf
moon
tie
hoe
sheep
soap

Vowel Combinations

Objective 9. Given a sound of a V V combination orally, the learner will be able to identify words on a written list that have that sound.

C.I. "Listen carefully to the sound of the middle letters in these words I read. After each sound find a word on your list that sounds the same. Cross it out."

S.I. sn$\overline{ai}$l, l$\overline{ea}$f, m$\overline{oo}$n, t$\overline{ie}$, h$\overline{oe}$, sh$\overline{ee}$r, s$\overline{oa}$p

Vowel Combinations

Objective 10. Given a sound of a V V combination orally together with a written list, the learner will underline the vowels.

C.I. "Listen carefully to the vowel sound in each word I read. On your list underline the vowel sound in each word."

S.I. snail, leaf, moon, tie, hoe, sheep, soap

Answer: snail, leaf, moon, tie, hoe, sheep, soap

PHONICS

VOWELS

Objective 11. Given a list of words containing any V V combination, the student will be able to pronounce each word.

C.I. "Here is a list of words. Read them out loud."

S.I. Use this list of digraphs and dipthongs.

ee
ea
oo
ay
ai

oa
oe
oi
oy
ou

ei
ie
au

Examples:

feet
seat
hoot
say
said
paid

boa
foam
toe
foil
toy
soul

freight
lie
auto

PHONICS

VOWELS

Objective 12. Given a list of words containing any V V combination, the learner will be able to say a new word with the same V V sound.

C.I. "Read each word in the list. Say a new word with the same V V sound you hear in each word."

S.I. EXAMPLE: Use list in Objective 19.

tweet
heat
head
hoot
hay
laid

roam
shoe
toe
oil
joy
foul

Answer: sweet etc.

PHONICS

"r" Control of Vowels

ar, er, or, ir, ur

Objective 13.	Given a list of 5 words with which he is familiar, the learner will pronounce them out loud and show his grasp of this concept by sounding the medial vowel coupled with the "r" sound, for the appropriate word.
C.I.	"Please read these words out loud."
S.I.	bar cat arm chart wave

Sample of other words:-

perfect	storm	stir	curl
order	corn	dirt	turn
never	work	shirt	nurse

PHONICS

Vowels - Silent "e"

Objective 14. Having been taught that a vowel followed by a consonant and the letter "e" takes the long form, the learner will indicate mastery of this rule by pronouncing this type of word correctly.

C.I. Read these words out loud:

June
may
lane
pig
Pete

kite
net
poke
log
duck

PHONICS

Initial Consonant Blends

2 letter

3 letter

Objective 15. Given a picture depicting the name of an object contianing an initial consonant blend, the learner will be able to identify orally the consonant letters that make the blend.

C.I. "Here is a picture. What letters make the beginning sound?"

S.I. Use an appropriate reading workbook or Phonics book for picure clusters of blends.

st
tr
fr
sm
sn
sw

bl
gl
fl
pl
cl
tw

str
thr

spr

spl

PHONICS

Initial Consonant Blends

2 letter

3 letter

Objective 16. Given orally words with the consonant-digraph, wh, th, sh, ch, the student will be able to produce another word containing that specific digraph sound in the same position as in the given words.

C.I. "Here are some words. Listen to the beginning sound. Make up another word with the same beginning sound."

S.I. when, think, shut, change

Answers: what etc., thank etc., shot., charge.,

PHONICS

Initial Consonant Blends

2 letter

Objective 17.	Given the consonant digraphs wh, th, sh, ch, the student will make up words that begin with them.
C.I.	"Here are beginning digraphs that you can use to make up words. Make up a word for each beginning sound."
S.I.	wh, th, sh, ch
Answer:	when, thank, shut, change. etc...

PHONICS

Initial Consonant Blends

2 letter

3 letter

Objective 18. Given words with an initial consonant blend, the student will pronounce these same words and make up a new word with the same initial blend.

C.I. "Listen to each word I read. Say the word and listen to the beginning sound. Make up a word with the same beginning sound."

S.I.

black brown clown crown draft
dwindle frog fly grow glide
prove plum pretty slow snow
smile swing string try throw
twig spill split spring

Answers: Will vary.

PHONICS

Initial Consonant Blends

Objective 19. Given a word containing a consonant blend, the student will identify the word(s) in an orally read sentence or list of words that has the same consonant blend by writing the word that contains the blend.

C.I. "Here is a word with a blend in it. I will read a sentence. Choose the word in the sentence that matches your word and write it out."

S.I. Give a list of blends to the student.

PHONICS

Initial Consonant Blends

2 letter

Objective 20. Given a series of four two-letter combinations in writing, the child will select the blend that makes the initial sounds of the word enunciated by the teacher.

C.I. "Here are four blends. Circle the blend in the word I read from this list."

S.I.

ft
nt
sm
tw

Read out twig.

Answer: tw

PHONICS

Final Consonant digraphs

Objective 21. Given a picture depicting the name of an object containing a final consonant blend, the learner will be able to identify orally the consonant letters that make the blend.

C.I. "Here is a picture. What letters make the ending sound?"

S.I. Use an appropriate reading workbook or phonics book for picture clusters of blends.

PHONICS

Final Consonant Digraphs

Objective 22.	Given orally words with the consonant digraphs ng, ck, ph, gh, the student will be able to produce another word containing that specific digraph sound in the same position as in the given words.
C.I.	"Here are some words. Listen to the ending sound. Make up another word with the same ending sound."
S.I.	rang, sick, telephone, laugh
Answers:	sang etc., tick etc., zylaphone etc., tough etc.,

PHONICS

Final Consonant Blends

Objectiva 23.	Given the consonant digraphs, th, sh, ng, ck, ph, gh, and ch, the learner will make up words that end with them.
C.I.	"Here are ending digraphs that you can use to make up words. Make a word up for each ending sound."
S.I.	TH, SH, NG, CK, PH, GH, CH
Answers:	with, dish, ring, lick, graph, enough, watch, etc.

PHONICS

Final Consonant Blends

Objective 24. Given words with a final consonant blend, the student will pronounce these words and make up a new word with the same final blend.

C.I. "Listen to each word I read. Say the word and listen to the ending sound. Make up a word with the same ending sound."

S.I.

soft
sang
fork

grunt
field
farm

first
film
swarm

frisk
sort
prism

lisp
sword
list

Answer: Will vary.

PHONICS

Combination of Initial and Final Consonant Blends

Objective 25. Given consonant blends in sentences, the student will read each one orally without errors in pronunciation.

C.I. "Read each sentence out loud."

S.I. i.e. The clown split his black and brown snowsuit.
The dish was enough for the frog.

PHONICS

Combination of Initial and Final Consonant Blends

Objective 26. Given orally words with an initial or final consonant blend (2 or 3 letter blends), the student will be able to reproduce orally the sound of the blend.

C.I. "Listen to the words I read out. You will hear a blending sound like in the word twin where tw makes the blending sound or in the word prism, where sm makes the blending sound. You must be able to tell me the sound of the blend you hear."

WORD IDENTIFICATION

Objective 1.	After listening to a phrase containing 3 words, the learner will identify correctly the number of words that were spoken.
C.I.	"I am going to say some words. Listen carefully and then tell me how many words I said: "The bird sang."

WORD IDENTIFICATION

Objective 2. Given a card on which a sentence of 4 words is printed the child will identify correctly, by making a frame with his hands, one word in that sentence.

C.I. "Show me how many words are printed on this card."

WORD IDENTIFICATION

Objective 3.	Given a card on which a sentence of 4 words is printed, the learner will identify correctly, by touching and counting, the number of words in that sentence.
C.I.	"Touch and count each word on this card."

WORD RECOGNITION

Objective 1. Given copies of 2 names, printed in upper and lower-case letters, one being his own name and one that of a class mate (these names to begin with the different initial letters), the learner will identify his own name.

C.I. "Show me your name."

WORD RECOGNITION

Objective 2.	Given copies of 2 names, printed in upper and lower-case letters, one being his own name and one that of a classmate (these names to begin with the same initial letter), the learner will identify his own name.
C.I.	"Show me your name."

WORD RECOGNITION

Objective 3.	Given copies of several names of children in the class which show a range in initial letters, one of which is his own name, the learner will identify his own name.
C.I.	"Show me your name."

WORD RECOGNITION

Objective 4.	Given copies of several names of children in the class all of which begin with the same initial consonant, one of which is his own name, the learner will identify his own name.
C.I.	"Show me your name."

WORD RECOGNITION

Objective 5.	Given a model of his own name, printed in upper and lower case letters, the learner will copy his own name in a manner that is legible.
C.I.	"Copy your name."

WORD RECOGNITION

Objective 6.	Given a pencil and paper, the learner will print his own name in upper and lower case letters in a correct manner.
C.I.	"Print your name."

SEQUENCE #1

Objective 1.	Given 4 pictures that are not in correct order, the learner will arrange them in the correct order after hearing a short story.
C.I.	"I am going to read a short story. Listen carefully to what happens. When I finish, put these four pictures in the right order as you remember the story."
S.I.	Any four related pictures can be used. See below.

SEQUENCE #2

Objective 2. Given a collection of 4 pictures, the learner will arrange them to form a logical sequence and will tell the story.

C.I. "Here are four pictures. Arrange them in order and tell me what is happening in each."

S.I. See below.

SEQUENCE #3

Objective 3.	After hearing a series of 3 pictures, which are then removed from sight, the learner will recall verbally, the sequence of events depicted by the pictures.
C.I.	"I am going to show you three pictures that tell a story. You will have a short time to look at them carefully. After I take them away you must tell me what happened in each picture."
S.I.	See below.

SEQUENCE #4

Objective 4. Give 5 cards on which sentences are written, the learner will arrange these sentences in order after hearing a short story.

C.I. "Listen to the story I will tell. Remember all the things that happen. After I finish take these five sentence cards and put them in order like the story happened."

S.[illegible]. Read this story.

Berry Pie

"Mom made a berry pei. My how Tom liked berry pie! He ate and ate and ate. Then Tom went to get his skates. "Oh my! I feel sick. I cannot tie these skates. I ate to much pie. I must lie down and rest. I think I'll just die. I wish I hadn't eaten so much pie."

Cards: Tom had to lie down.
Mom made berry pie.
Tom ate and ate and ate.
Tom was too fat to tie his skates.
Tom felt sick.

SEQUENCE #5

Objective 5. After listening to a story of 1 paragraph the learner will retell from memory its main events in the correct sequence.

C.I. "Listen to this story and when I finish say it in your own words retelling me all the things that happened."

S.I. Joan's pet goat came to the step where there was soap. The goat grabbed the soap. The soap slid down his throat. The goat ran to get a drink. As he drank, bubbles floated in the sky.

SEQUENCE #6

Objective 6. After reading a story of 1 paragraph, the learner will receive a set of 4 sentence cards based on the story which he will arrange in the order in which each appeared in the story.

C.I. "Read this story carefully then arrange these cards the same way each happened in the story."

S.I. Paul had a big brown football. He kicked the football over the wall into a birdbath. A big blackbird was in the water. It screeched and flew off to the treetops.

Four sentence cards are made from the paragraph.

SEQUENCE #7

Objective 7. After reading a story of 1 paragraph, the learner will receive a list of 4 sentences, based on the story, which he will reprint in the order in which each occured in the story.

C.I. "Read this story. Look at the sentences following the story. Reprint them in the order in which each happened in the story."

S.I. The ant worked hard all summer. But, the grasshopper played. The ant collected food for the winter. When fall came the grasshopper still played. When winter came the grasshopper was hungry. But, the hard working ant had lots to eat and lived well all winter long.

1. The grasshopper was hungry.
2. The ant worked hard.
3. The grasshopper played in the summer.
4. The ant had lots to eat all winter long.

Answers: 2,3,1,4.

SEQUENCE #8

Objective 8.	Given sentence cards, the learner will arrange them in chronological order.
C.I.	"Take these cards. Read them and put them in the right order."
S.I.	1) The fly flew onto the lily. 2) The frog jumped in the pond. 3) The frog ate the fly. 4) The frog rested on a lily.
Answer:	2, 4, 1, 3.

SEQUENCE #9

Objective 9.	Given a printed page on which 4 sentences are printed in random order, the learner will reprint each sentence in chronological order.
C.I.	"Read these sentences. Reprint them in the right order."
S.I.	1) I melted the chocolate in a pan. 2) I bought chocolate. 3) I ate the fudge. 4) I let the fudge cool.
Answers:	2, 1, 4, 3

DIRECTIONS #1

WRITTEN

Objective 1. Given a pencil and a sheet of paper divided into 4 sections and specific instructions as to where he must draw a shape, the learner will indicate that he can follow directions by completing this task correctly.

C.I. "Here is a paper. It is folded into 4 boxes. Draw a boat in the middle of each box."

S.I. At a subsequent time, the learner may be requested to draw a picture -

a) at the top of the box.

b) at the bottom of the box.

DIRECTIONS #2

WRITTEN

Objective 2. Given a short paragraph containing clearly-worded directions, the learner will follow those directions with 100% accuracy.

C.I. "Read this story and do everything it tells you to do."

DIRECTIONS #3

WRITTEN

Objective 3. The student will read a list of 3 directions and follow them in order.

C.I. "Read this list of directions and do exactly as it says."

RELATIONSHIPS PAIRS #1

Objective 1.	Upon hearing a certain word, the child will respond with an appropriate matching word.
C.I.	"I'm going to say a word and you must think of something that goes with that word and say its name........Cup (response-saucer)

RELATIONSHIPS - PAIRS #2

Objective 2. Given a collection of pictures of things that go together, the child will sort them and match each picture to the appropriate partner.

C.I. "Here are some pictures of things that go together. Look at them and then match the ones that go together and place them side by side."

RELATIONSHIPS - PAIRS #3

Objective 3.	Given a collection of 3 objects, the learner will identify the one object that does not belong with the other two.
C.I.	"Here are 3 things. 2 of them go together and one does'nt. Show me the one that does'nt belong with the other two."

RELATIONSHIPS - PAIRS #4

Objective 4.	Given a collection of 3 pictures, the learner will identify the one picture that does not belong with the other two.
C.I.	"Here are 3 pictures. One picture does'nt belong with the other two. Show me the one that does'nt belong."

RELATIONSHIPS - PAIRS #5

Objective 5. Given a collection of 3 word cards, the learner will identify the one word that does not belong with the other two.

C.I. "Here are 3 word cards. One word does'nt belong with the other two. Show me the word that does'nt belong."

RELATIONSHIPS - PAIRS #6

Objective 6. Given a page on which 3 words are printed, the learner will identify, by underlining it, the word that does not belong with the other two.

C.I. "There are 3 words printed on this page. Look for the word that does'nt belong with the other two and put a line under it."

RELATIONSHIPS - MAIN IDEA #1

Objective 1. Given a picture, the learner will identify, orally, the main idea of that picture.

1. "Look at this picture and tell me what it is about."

RELATIONSHIPS - MAIN IDEA #2

Objective 2.	Given a collection of 3 pictures, the learner will dictate orally a title for each picture.
C.I.	"Here are 3 pictures. Look at each picture and then tell me a good name for each picture."

RELATIONSHIPS - MAIN IDEA #3

Objective 3.	Given a sequence of 4 pictures, the learner will supply, orally, a suitable title for the complete series.
C.I.	"Here are 4 pictures. Arrange them in order so that they tell a story and then tell me a good name for that story."

RELATIONSHIPS - MAIN IDEA #4

Objective 4. After listening to a short story (1 paragraph), the learner will supply, orally, a title for that story.

C.I. "I'm going to read you a story and when it is finished, you can tell me a good anme for that story."

RELATIONSHIPS - MAIN IDEA #5

Objective 5. Given a picture with a list of three descriptive sentences, the learner will read the sentences and select orally which sentence best describes the picture.

C.I. "Here is a picture and 3 sentences which tell about it. Look at the picture and read the sentences then tell me which sentence best suits the picture."

RELATIONSHIPS - MAIN IDEA #6

Objective 6. Given a picture with a list of three descriptive sentences, the learner will indicate by placing a pencil line underneath, which sentence best describes the picture.

C.I. "Here is a picture and three sentences which tell about it. Look at the picture then read the sentences. Choose the sentence which best suits the picture and draw a line under it."

RELATIONSHIPS - MAIN IDEA #7

Objective 7.	After hearing a given short story of 1 paragraph, the learner will write a title for that story.
C.I.	"Read this story and then write a good title for it."

RELATIONSHIPS - MAIN IDEA #8

Objective 8.	After reading a given short story of 1 paragraph, the learner will briefly state the main idea.
C.I.	"Read this story and then tell me the main idea of it."

RELATIONSHIPS - MAIN IDEA #9

Objective 9.	After reading a given short story of 1 paragraph, the learner will briefly write the main idea.
C.I.	"Read this story and then write the main idea of it."

RELATIONSHIPS - INFERENCE #1

Objective 1. Given a collection of 4 pictures, each of which relates to a familiar story, the learner will correctly name each of the 4 stories.

C.I. "Here are 4 pictures that go with stories you know. When I hold up the picture, you can tell me the name of the story it goes with."

RELATIONSHIPS - INFERENCE #2

Objective 2.	After hearing a sentence from which one word is missing, the learner will supply, orally, the correct word.
C.I.	"I am going to say a sentence and leave out one word. You listen carefully and tell me the word that I left out."
S.I.	Cats like _______________.
Answer:	Milk, mice, food, birds, etc...

RELATIONSHIPS - INFERENCE #3

Objective 3.	After hearing a sentence from which one word is missing, the learner will select from a collection of 4 pictures, the appropriate picture to complete the sentence.
C.I.	"I'm going to say a sentence but leave out one word. Think about what I said and choose a picture that stands for the word I left out."
S.I.	Dogs like ______________ (pictures: bones, flowers, cats)

RELATIONSHIPS - INFERENCE #4

Objective 4. Given a collection of 4 incomplete sentences in a wall chart, together with 6 word cards, the learner will select the correct word to complete each sentence.

C.I. "Here are 4 sentences. Each sentence has a word missing. Read a sentence then choose the word card that goes with that sentence and put it in the chart."

RELATIONSHIPS - INFERENCE #5

Objective 5. Given a list of 6 sentences that are missing a word, together with a list of 8 words, the learner will complete each sentence correctly.

C.I. "Here are 6 sentences. Each sentence has a word missing. Read each sentence and choose a word from the word list that suits that sentence."

RELATIONSHIPS - INFERENCE #6

Objective 6. Given a list of 6 sentences that are missing a word, the learner will complete each sentence correctly.

C.I. "Here are 6 sentences. Each sentence has one word missing. Read each sentence and then put in the word that makes the most sense."

RELATIONSHIPS - INFERENCE #7

Objective 7. Given a list of 6 sentences that are missing a phrase, together with a list of 8 phrases, the learner will complete each sentence correctly.

C.I. "Here are six sentences. Each sentence is missing a phrase. There is a list of 8 phrases. Read each sentence then choose the phrase that makes the most sense and add it to that sentence."

RELATIONSHIPS - INFERENCE #8

Objective 8. Given a list of 6 sentences that are missing a phrase, the learner will complete each sentence correctly.

C.I. "Here are 6 sentences. Each sentence is missing a phrase. Read each sentence and then write that makes the most sense."

RELATIONSHIPS - INFERENCE #9

Objective 9. After hearing a short paragraph, the learner will answer orally, questions related to the paragraph (how, why, etc.) when the answer is implied but not directly stated within the content of that paragraph.

C.I. "I'm going to read a short story and then I'm going to ask questions about how things happened, why they happened, and where they happened."

S.I. Robin went into the house and came back with some cookies. Sandy saw the cookies and sat up and barked. Robin gave Sandy a cookie. Robin didn't eat a cookie.

Questions: How did Robin get the cookies?

Why did Robin go to get the cookies?

Why did Sandy sit up?

Where were Robin and Sandy?

(Magic and Make Believe 5)

RELATIONSHIPS - INFERENCE #10

Objective 10. After hearing a short paragraph, the learner will answer, orally, questions related to the paragraph (how, why, etc.) when the answer is implied but not directly stated within the content of that paragraph.

C.I. "You're going to read a short story and I'll ask you questions about what you read."

(These questions will require answers that are implied in the content of the paragraph.)

RELATIONSHIPS - INFERENCE #11

Objective 11.	After reading a short paragraph, the learner will write the answers to questions related to the paragraph (how, why, etc.) when the answer is implied but not directly stated within the content of that paragraph.
C.I.	"Here is a short story and there are some questions on it. Read the story and then write the answer to each question."

RELATIONSHIPS - ANALOGY #1

Objective 1.	Given analogous statement such as "Hand is to arm as foot is to...", the child will complete the statement orally by stating the correct analogy.
C.I.	"I'm going to say something and leave out the last word. You have to think about what I said and then tell me the last word."
S.I.	Hand is to arm as foot is to _______________.
Answer:	Leg.

RELATIONSHIPS- ANALOGY #2

Objective 2. Given a card showing 3 pictures, 2 of which demonstrate an example of an analogy, together with a set of 3 picture cards, in response to a request, the learner will select the picture card which demonstrates an appropriate analogy with the third picture on the card.

C.I. "Here are some pictures that show how things go together. The first two pictures are all there. Let's talk about them together...... The last picture is'nt complete. Look at it and think about it and then choose the picture card that goes with it."

S.I.

1) Roof is to house as lid is to box.
2) Caterpillar is to butterfly as tadpole is to frog.
3) Car is to garage as airplane is to ______________.

Answer: Hangar.

RELATIONSHIPS - ANALOGY #3

Objective 3. Given a page on which 4 incomplete analogous statements are printed, together with a list of 6 words, the learner will select from that list the correct word to complete each of the statements.

C.I. "Here are 4 sentences that show how things can go together but each sentence is'nt finished. Read a sentence and think about it and then choose a word from the word list that completes that sentence properly."

S.I.

A is to B as 1 is to ______________.

Car is to road as train is to ____________.

Paintbrush is to easel as crayon is to ___________.

Fish is to water as bird is to __________________.

Answers:

2
tracks
paper
sky

READING - DECODING #1

Objective 1. Given a book, the learner will demonstrate progression from front to back, top to bottom and left to right.

C.I. "Here is a book. Show me

the front of the book,

the back of the book,
the top of a page,
the bottom of a page,
the left side of a page,
the right side of a page.

COMPREHENSION - DECODING #2

Objective 2. Given a list of words at his reading level, the learner will decode them correctly.

C.I. "Here is a list of words, start at the first word and read each word to me."

S.I. Use Dolch Word List to compile word lists. See attached lists.

READING - DECODING #3

Objective 3. Given a paragraph to read orally in a book, with which he is familiar, and which is at his level of reading ability, the learner will demonstrate decoding by reading the paragraph correctly.

C.I. "Read this paragraph."

READING - DECODING #4

Objective 4. Given a paragraph to read orally in a book with which he is not familiar but is at his level of reading ability, the learner will demonstrate decoding by reading the paragraph correctly.

C.I. "Read this paragraph."

READING - DECODING #5

Objective 5. The student will be able to read a sentence or group of sentences orally with correct pronunciation.

C.I. "Read this sentence aloud."

READING - DECODING #6

Objective 6. Given a paragraph or sentences taken from the newspaper, the student will be able to read with correct pronunciation.

C.I. "Read this paragraph aloud."

COMPREHENSION # 1

Objective 1.	After hearing a paragraph of 3 sentences, the learner will identify the word or words which indicate the "where" of the story.
C.I.	"I am going to read a story. When it is finished, you must tell me where the story happened ...... What words helped you to know that?"

COMPREHENSION #2

Objective 2.	After hearing a paragraph of 3 sentences, the learner will identify the word or words which indicate "when" the events occurred in the story.
C.I.	"I am going to read a story. When it is finished, you must tell me when the story happened .... What words helped you to know that?"

COMPREHENSION #3

Objective 3.	After hearing a paragraph of 3 sentences, the learner will identify the word or words which indicate the "why" of the story.
C.I.	"I am going to read a story. When it is finished, you must tell me why things happened the way they did .... What words helped you to know that?"

COMPREHENSION #4

Objective 4.	Given a paragraph to read orally in a book with which he is familiar and which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension by giving the gist of what he has read in his own words.
C.I.	"You read this part of the story. Think about what you read .... Now tell me what it was all about in your own words."

COMPREHENSION #5

Objective 5.	Given a paragraph to read orally in a book with which he is not familiar but which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension by giving the gist of what he has read in his own words.
C.I.	"You read this part of the story. Think about it .... Now tell me what it was about, in your own words."

COMPREHENSION #6

Objective 6.	Given a paragraph to read silently in a book with which he is familiar and which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension by giving the gist of what he has read in his own words.
C.I.	"Read this part of the story to yourself. Think about it ...... Now, tell me what happened in your own words."

COMPREHENSION #7

Objective 7.	Given a paragraph to read *silently* in a book with which he is *not* familiar but which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension by giving the gist of what he has read in his own words.
C.I.	"Read this part of the story. Think about it .... Now, tell me what happened, in your own words."

COMPREHENSION #8

Objective 8.	Given a paragraph to read orally in a book with which he is familiar and which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension of what he has read by answering correctly 4 out of 5 factual questions from the examiner.
C.I.	"Read this part of the story. When you have finished, I will ask you 5 questions about what happened in the part of the story you read."

COMPREHENSION #9

Objective 9.	Given a paragraph to read orally in a book with which he is not familiar, but which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension of what he has read by answering correctly 4 out of 5 factual questions from the examiner.
C.I.	"Read this part of the story. When you have finished, I will ask you 5 questions about what happened in the part of the story you read."

COMPREHENSION #10

Objective 10. Given a paragraph to read silently in a book with which he is not familiar and which the teacher judges to be at his level of reading ability, the learner will demonstrate comprehension of what he has read by answering correctly 4 out of 5 factual questions from the examiner.

C.I. "Read this part of the story. When you have finished, I will ask you 5 questions about what happened in the part of the story you read."

COMPREHENSION #11

Objective 11. Given a paragraph to read silently in a book with which he is not familiar and which the teacher judges to be at his level of reading ability the learner will demonstrate comprehension of what he has read by answering correctly 4 out of 5 factual questions from the examiner.

C.I. "Read this part of the story. When you have finished, I will ask you 5 questions about what happened in the part of the story you read."

COMPREHENSION - FANTASY/REAL LIFE

Objective 1.	After hearing a short story, the learner will indicate orally whether or not it depicted a real life situation.
C.I.	"When I have finished reading this story, you must tell me if you think it was a real life story."

COMPREHENSION - FANTASY/REAL LIFE

Objective 1.	After hearing a short story, the learner will indicate orally whether or not it depicted a real life situation.
C.I.	"When I have finished reading this story, you must tell me if you think it was a real life story."

COMPREHENSION - FANTASY/REAL LIFE #2

Objective 2.	After hearing a short story, the learner will indicate orally whether or not it depicted a fantasy situation.
C.I.	"When I have finished reading this story, you must tell me if you think it was a make believe story."

COMPREHENSION - FANTASY/REAL LIFE #3

Objective 3. After hearing a short story, the learner will indicate orally whether or not it depicted a possible situation.

C.I. "When I have finished reading this story, you must tell me if you think it could possibly happen."

COMPREHENSION - FANTASY/REAL LIFE #4

Objective 4.	Given a collection of pictures, the learner will classify them on the basis of real life situations and fantasy situations.
C.I.	"Here are some pictures. Look at them and then make them into 2 piles. One pile for real life pictures and one pile for make believe pictures."

COMPREHENSION - FANTASY/REAL LIFE #5

Objective 5.	The learner will read a paragraph and indicate whether or not it is a real life situation.
C.I.	"Read this story and then tell me if you think it is a real life story."

COMPREHENSION - FANTASY/REAL LIFE #6

Objective 6.	The learner will read a paragraph and indicate whether or not it is a fantasy situation.
C.I.	"Read this story and then tell me if you think it is a make believe story."

COMPREHENSION - FANTASY/REAL LIFE #7

Objective 7.	The learner will write a paragraph utilizing a real life situation.
C.I.	"Choose a picture that you think shows a real life story and then write your own story about it."
S.I.	Use appropriate pictures, cartoons with no wording, etc.

COMPREHENSION - FANTASY/REAL LIFE #8

Objective 8.	The learner will write a paragraph utilizing a fantasy situation.
C.I.	"Choose a picture that you think shows a make-believe story and write your own story about it."
S.I.	Use appropriate pictures, cartoons without words, etc.

CLASSIFICATION #1

Objective 1.	Given a set of scrambled words, the student will arrange them to make a sentence.
C.I.	"Unscramble these words to make a sentence."
S.I.	came the here Dante to write poem.
Answer:	Dante came here to write the poem.

CLASSIFICATION #2

Objective 2. Given a series of scrambled sentences, the student will arrange them in chronological order.

C.I. "Arrange these sentences in the right order."

S.I.

1) Seb made his breakfast.
2) Seb woke up.
3) Seb washed his hands and face.
4) Seb got out of bed.
5) Seb went to school.
6) Seb dressed himself.

Answer: 2, 4, 6, 3, 1, 5.

CLASSIFICATION #3

Objective 3.	Given a word, the learner will be able to name five topics to go along with it.
C.I.	"Here is a topic. Say five words that you can put under the topic."
S.I.	1) tomato
Answer:	1) Plant 2) Food 3) Red 4) Garden 5) Growth

CLASSIFICATION #4

Objective 4. Given a topic, the learner will be able to name five words to go along with it.

C.I. "Here is a word. Say five topics that you can have this word under."

S.I. 1) Things to be cooked.

2) Things made of wood.

3) Things to ride on. etc.

Answer. 1) Bacon, eggs, hash, chicken, spinach.

CLASSIFICATION #5

Objective 5. Given a list of words without a topic, the learner will provide a suitable label.

C.I. "Put in the label for each group of words."

S.I.

1)	2)	3)
apple	sweater	book
banana	shirt	magazine
peach	hat	newspaper
plum	gloves	sign

Answer:

1) Fruit: things to eat.
2) Clothes: things made of cloth
3) Things to read, things made of paper.

CLASSIFICATION #6

Objective 6. Given three topics and a list of scrambled words related to these topics, the learner will write the words under the appropriate topic.

C.I. "Here are three topics and a list of words to go with them. Write the words under the right topic."

S.I. Use Word Analysis Cards A, B, C. World Book Co. Available at Curdev.

camera
pane
powder
sails
saucer
mats
ashes
stocking
stole
lasso
tooth
skirt
porridge
pillowcase
sleeve
report
iodine
stilts
sneakers
lemonade
varnish
glasses
tablecloth
juice
cider
medicine
headlight
soda
statue
switch
teapot
fabric
ketchup
invitation
crown
curtain
cardboard
lid
rope
sap

Write the topics on your paper. Put the words under the right topics.

Could break Could tear Could spill

CLASSIFICATION #7

Objective 7. Given a set of unordered topics, the learner will arrange them from the most general to the most specific.

C.I. "Arrange these topics from the most general to the most specific by putting the letter beside each in column 1, 2, or 3.

General--Specific

S.I.

A. World War 11 ___ ___ ___
B. Wars ___ ___ ___
C. D-Day ___ ___ ___

D. The Pyramids ___ ___ ___
E. Egypt ___ ___ ___
F. Ancient Egypt ___ ___ ___

G. Pets ___ ___ ___
H. My Pet ___ ___ ___
I. My Pet Pig ___ ___ ___

J. Life on Other Planets ___ ___ ___
K. Pequod of Mars ___ ___ ___
L. Martians ___ ___ ___

M. Sam's Sill Summer Vacation ___ ___ ___
N. Vacations ___ ___ ___
O. Summer Vacations ___ ___ ___

DRAWING CONCLUSIONS #1

Objective 1.	After hearing a short, incomplete story with which he is familiar, the learner will supply, orally, a suitable ending for that story.
C.I.	"I'm going to tell you a story you know but I shan't finish it. You listen carefully and then tell me the ending."

DRAWING CONCLUSIONS #2

Objective 2. After hearing a short, incomplete story with which he is not familiar, the learner will supply, orally, a suitable ending for that story.

C.I. "I'm going to tell you a story but I shan't finish it. You listen carefully and then tell me a good ending for it."

DRAWING CONCLUSIONS #3

Objective 3. After viewing a series of 3 pictures, the learner will supply, orally, a suitable ending for that series.

C.I. "Here are 3 pictures. They tell a story but it isn't finished. Look at them and tell me a good ending for that story."

DRAWING CONCLUSIONS #4

Objective 4. After hearing a short, incomplete story with which he is familiar, the learner will draw a picture illustrating a suitable ending for that story.

C.I. "I'm going to tell you a story you know but I shan't finish it. Listen carefully and then draw a picture showing what happened at the end of the story."

DRAWING CONCLUSIONS #5

Objective 5. After hearing a short, incomplete story with which he is not familiar, the learner will draw a picture illustrating a suitable ending for that story.

C.I. "I'm going to read a story but it isn't finished. You listen carefully and then draw a picture showing a good ending for the story."

DRAWING CONCLUSIONS #6

Objective 6. After viewing a series of 3 pictures, the learner will draw a picture illustrating a suitable ending for that series.

C.I. "Here are 3 pictures that tell a story but it isn't finished. Look at the picture showing a good end for the story."

DRAWING CONCLUSIONS #7

Objective 7. After hearing a short, incomplete story, with which he is familiar, the learner will write a suitable ending for that story.

C.I. "I'm going to read a story you know but I shan't finish it. Lister carefully and then write down the end of the story."

DRAWING CONCLUSIONS #8

Objective 8. After hearing a short, incomplete story, with which he is not familiar, the learner will write a suitable ending for that story.

C.I. "I'm going to read a story but I shan't finish it. Listen carefully and then write a good ending for the story."

DRAWING CONCLUSIONS #9

Objective 9.	Given a printed page on which there is a familiar but incomplete story together with a list of 3 sentences, the learner will identify, by underlining, the sentence which best illustrates an ending for the story.
C.I.	"Read this story. You already know it but it isn't finished. There are also 3 sentences that tell some endings for the story. Read the story and draw a line under the sentence that tells the best end for the story."

DRAWING CONCLUSIONS #10

Objective 10.	Given a printed page on which there is an unfamiliar, incomplete story together with a list of 3 sentences, the learner will identify, by underlining, the sentence which best illustrates an ending for that story.
C.I.	"Here is a story but it isn't finished. There are 3 sentences that tell some endings for the story. Read the story and then choose the sentence that tells the best end for the story. Draw a line under that sentence."

SYLLABICATION #1

Objective 1. Given a list of 5 words with one vowel sound, the learner will indicate the number of syllables they contain by clapping once for each syllable.

C.I. "Here is a word list. Read each word out loud. Listen for the vowel sound. Clap your hands after you hear the vowel sound and tell me how many syllables there are in each word."

S.I. thick grāpe plant sēa dog

Answer: one.

SYLLABICATION #2

Objective 2. Given a list of 5 words with 2 vowel sounds, the learner will inidcate the number of syllables they contain by clapping once for each syllable.

C.I. "Here is a word list. Read each word out loud. Listen for the vowel sounds. Clap your hands after you hear each vowel sound and tell me how many syllables there are in each word."

S.I. tūlip seven camel spīder wagon

Answer: two.

SYLLABICATION #3

Objective 3. Given a list of 5 words with three vowel sounds, the learner will indicate the number of syllables they contain by clapping once for each syllable.

C.I. "Here are words. Read each word out loud. Listen for the vowel sounds. Clap your hands after you hear each vowel sound and tell me how many syllables there are in each word."

S.I. vīōlin pīănō bīcycle animal

adventure

Answer: three.

SYLLABIVATION #4

Objective 4. Given two words, the first with only one vowel sound and the other with two, the learner will indicate the number of syllables in each word.

C.I. "Here are two words. Read them out, clap for each syllable and tell me how many syllables there are in each word."

S.I. 1) sōfa 2) fiēld

Answer:
1) 2 syllables
2) 1 syllable

SYLLABICATION #5

Objective 5. Given three words, the first with one vowel sound, the second with two vowel sounds and the third with three vowel sounds, the learner will indicate the number of syllables in each word.

C.I. "Here are three words. Read them out, clap for each syllable and tell me how many syllables there are in each word."

S.I. 1) Īdēa 2) pīlot 3) fall

Answer: 1) 3 2) 2 3) 1

SYLLABICATION #6

Objective 6. Given a list of 10 words some with open and others with closed syllables, the learner will mark the first vowel with a macron or brev.

C.I. "Here is a list of words. Mark the first vowel with a macron (-) if it is long, or with a brev (u) if it is short."

S.I.

below
lady
robot
mirror
match

spider
soda
puppy
salt
skip

Answer:

bēlow
lādy
rōbot
mirror
match

spīder
sōda
puppy
salt
skip

SYLLABICATION #7

Objective 7. Given a list of two syllable words the first syllable being open, the learner will mark the first vowels and indicate by using a stroke the division between the two syllables.

C.I. "Here is a list of words. Mark the first vowels and syllables with a stroke."

S.I.

1) baby 2) apron 3) music

4) tulip 5) open

Answer:

1) bā/by 2) ā/pron 3) mū/sic

4) tū/lip 5) ō/pen

SYLLABICATION #9

Objective 9. Given a list of compound words with two syllables, the learner will mark the vowels and divide the words into syllables with a stroke.

C.I. "Look at the words. Mark the long and short vowels and divide these words into syllables using a stroke."

S.I.

1) baseball 2) sunset 3) downtown

4) manhole 5) catfish

Answer:

1) bāse/ball) sun/set 3) down/town

4) man/hōle 5) cat/fish

SYLLABICATION #10

Objective 10. Given a list of compound words with three syllables, the learner will mark the short and long vowels and divide the words into syllables with strokes.

C.I. "Look at the words. Mark the long and short vowels. Then, divide the words into syllables with a stroke."

S.I.

basketball
nobody
grandmother
strawberry
afternoon

Answer:

bas/ket/ball
nō/bod/ȳ
grand/moth/er
straw/ber/rȳ
af/ter/nōōn

SYLLABICATION #11

Objective 11. Given a list of two-syllable words which have a prefix, the learner will mark the first vowel and divide the words into syllables with a stroke.

C.I. "Mark the first vowel and divide the words into syllables with a stroke."

S.I.

1) unfold
2) unfit
3) deform
4) refill
5) redo
6) depart
7) detour
8) unsafe
9) dislike
10) defrost

Answer:

un/fold
un/fit
dē/form
rē/fill
rē/do
dē/part
dē/tour
un/safe
dis/like
dē/frost

SYLLABICATION #12

Objective 12. Given a list of two-syllable words which have a suffix, the learner will mark the first vowel and divide the words into syllables with a stroke.

C.I. "Mark the first vowel and divide these words into syllables."

S.I.

thankful
safely
foxes
smallest
darken

sleeping
slower
landed
hardness
careless

Answer:

thank/ful
sāfe/ly
fox/es
small/est
dark/en

sle̅e̅p/ing
slōw/er
land/ed
ha̲rd/ness
cāre/less

SYLLABICATION #13

Objective 13. Given a word in which consecutive vowels are sounded separately, the learner will mark the vowels and divide the word into syllables using a stroke.

C.I. "Mark the vowels and divide the word into syllables with a stroke."

S.I.

poem
rodeo
create
piano

Answer:

pō/em
rō/dē/ō
crē/āte
pī/an/ō

SYLLABICATION #14

Objective 14. Given a two-syllable word, ending in le preceded by a consonant, the learner will mark the first vowel and divide the word into syllables with a stroke.

C.I. "Mark the first vowel and divide these words into syllables using a stroke."

S.I.

turtle	maple
cable	staple
thistle	circle
purple	handle
whistle	simple

Answers:

tur/tle	mā/ple
cā/ble	sta/ple
this/tle	cir/cle
pur/ple	han/dle
whis/tle	sim/ple

SYLLABICATION #15

Objective 15. Given a list containing: 1, 2, and 3 syllable words with long and short vowels, word with prefixes and suffixes, compound words and words ending in le preceded by a consonant; the learner will mark the vowels with a macron or brev and divide the word into syllables with a stroke.

C.I. "Mark the vowels with a macron or brev and divide the words into syllables using a stroke."

S.I.

stainless
airport
barrel
replay
beehive
introduce
attention
piano
stangely
battleship

icicle
sweetly
exactly
jungle
fumble
animal
unkind
radio
understand
conductor

Answer:

stāin/less
air/port
bar/rel
rē/plāy
bee/hīve
in/tro/duce
at/ten/tion
pī/an/ō
strānge/ly
bat/tle/ship

ī/ci/cle
sweet/lȳ
ex/act/ly
jun/gle
fum/ble
an/i/mal
un/kīnd
rā/dī/ō
un/der/stand
con/duc/tor

SYLLABICATION

ACCENTING #1

Objective 1. Given a list of two-syllable words with the accent on the first or second syllables, the learner will identify the accented syllable.

C.I. "Here is a list of two-syllable words with an accent mark. Underline the accented syllable."

S.I.

o′ver
surprise′
lis′ten
began′
ti′ger
surprise′
pi′lot
believe′
wa′gon
awake′
gro′cer
pretend′

SYLLABICATION

ACCENTING #2

Objective 2) Given sentences with two syllable words, the learner will sort these into two columns according to their accent.

C.I. "In the following sentences, underline each of the two-syllable words. Say each of these words softly to yourself. Decide if the accent is on the first or second syllable, and write each word in the correct column."

S.I.

1) He put his nickel under his pillow.
2) Pretend that you are twenty years old.
3) The clock began to strike, and he knew that it was only twelve o'clock.
4) How many children will you invite?
5) What is the number of his office?
6) John made a mistake. He tried to escape, but the police observed him.
7) Mary would not admit that she put the book between the shelves.
8) Look under the wagon for the ribbon.

Words with the accent on the first syllable.	Words with the accent on the second syllable.

SYLLABICATION

ACCENTS #3

Objective 3. Given a list of two-syllable words divided into syllables, the learner will mark the vowel sound in the accented syllable together with the accent mark.

C.I. "The following words are divided into syllables. Mark the accented syllable. If the vowel sound is long in the accented syllable, mark it like this: ā, ē, ī, ō, ū.

S.I.

cot tage
cru el
i dle
cos tume
a live
si lent
fro zen
jig gle

pin to
be low
vel vet
bag gage
ly ing
hol ly
de mand
ea ger

crea ture
mis chief
dol lars
fran tic
ap proach
a maze
pro vide
com plete

WORD ANALYSIS

AFFIXES #1

Objective 1. After hearing 5 compound words, the learner will identify the root words by reading them aloud.

C.I. "Here are five compound words. Read the little root words in each."

S.I. baseball, sunrise, backyard

hometown, manhole

WORD ANALYSIS

AFFIXES - COMPOUNDS #2

Objective 2. After hearing a compound word, the learner will indicate the number of root words it contains by saying each word separately and then re-assembling them to form the original.

C.I. "I will say a word. You listen carefully and say each word you hear in my word then put those words together and say them like I did."

S.I.

strawberry
eyeball
snowball
checkerboard

WORD ANALYSIS

AFFIXES - COMPOUNDS #3

Objective 3.	After hearing a list of 6 relatable words, the learner will combine them orally in pairs to form compound words.		
C.I.	"I'm going to say six words that could join in pairs to make another word. Listen carefully and tell me which words you would put together."		
S.I.	sun	town	play
	out	down	burn
Answers:	sunburn outplay downtown		

WORD ANALYSIS

AFFIXES - COMPOUNDS #4

Objective 4. Given a paper on which six related words are printed, the learner will combine them in pairs to form compound words.

C.I. "Join these six words to make three compound words and print them."

S.I.

air	play	side
line	in	ground

Answers:

airline
playground
inside

WORD ANALYSIS

AFFIXES

ROOTS - PREFIXES #5

Objective 5.	After hearing a word containing a prefix, the learner will separate and name the component parts.
C.I.	"Listen to the word. Read out the root and the prefix."
S.I.	unpaid repaint derail

WORD ANALYSIS

AFFIXES - ROOTS - PREFIXES

Objective 6. Given a paper on which 6 words containing prefixes are printed, the learner will identify the root word by underlining it.

C.I. "Underline the root word in each word."

S.I.

displease
return
deform
detour
unlike

Answers: -----------

WORD ANALYSIS

AFFIXES - ROOTS - PREFIXES #7

Objective 7. Given a paper on which 6 words containing prefixes are printed, the learner will identify the prefix by underlining it.

C.I. "Underline the prefix in each word."

S.I. unfold rebuild exchange rewrite
depart dislike

Answers: ____________________

WORD ANALYSIS

AFFIXES - PREFIXES #8

Objective 8. Given five root words and five suitable prefixes, the learner will match the correctly.

C.I. "Here are five root words and five prefixes. Match them correctly and write the new word."

S.I.

rail
screw
heat
play
possible

un
re
de
im
dis

Answers:

derail
unscrew
reheat
display, replay
impossible

WORD ANALYSIS

ENDINGS - SUFFIX #9

Objective 9. Given a paper on which 5 words containing suffixes are printed the learner will identify the root word by underlining it.

C.I. "Here are five words with suffixes. Underline the root word."

S.I.

homeless
newest
warmer
sadly
flying

Answers: - - - - - - - - - -

WORD ANALYSIS

ENDINGS - SUFFIX #10

Objective 10. Given a paper on which 5 words containing suffixes are printed, the learner will identify the suffix by underlining it.

C.I. "Here are five words with suffixes. Underline the suffixes."

S.I.

cupful
reading
colder
sheepish
rested

Answers: ----------

WORD ANALYSIS

ENDINGS - SUFFIX #11

Objective 11. Given a list of 5 root words and five suitable suffixes, the learner will match them correctly and print the new word.

C.I. "Here are five root words and five suffixes. Match them and write out the new words."

S.I.

warm
damp
care
box
great

est
er
ness
ful
es

Answers:

warmer, warmest
damper, dampest, dampness
careful
boxes
greater, greatest, greatness

WORD ANALYSIS

PREFIXES - SUFFIXES #12

Objective 12. Given a paper on which words containing prefixes and/or suffixes, the learner will indicate the root words by underlining them.

C.I. "Read these words and underline the root words."

S.I.

playing
displease
spoonful
unknown
colder
careful
retell
useless
unwilling
unkindly
distrusting
unhandy
unsweeten
reheating
slowly
gladly
returning
uncola

Answers: -------------

WORD ANALYSIS

PREFIXES - SUFFIXES #13

Objective 13.	Given a paper on which words containing prefixes and/or suffixes, by underlining them.
C.I.	"Read these words and underline the prefixes and suffixes."
S.I.	See list of objective 12.

WORD ANALYSIS

PREFIXES - SUFFIXES #14

Objective 14. Given a list of 10 root words with suitable prefixes and suffixes, the learner will match them correctly.

C.I. "Here is a list of root words and another of prefixes and suffixes. Match them and write out the new word."

S.I.

paint
will
look
care
please
kind
help
fast
play
warm

un
ed
ing
dis
less
ly
er
ful
est
re

Answers:

painted
willing, unwilling
looking
careful, careless
displease
unkind, unkindly
helpful, helped, helping
faster, fastest
replay, played ets.
warm, warmer, warmest

WORD ANALYSIS

PLURALS #15

Objective 15.	On hearing a familiar word in the singular, the learner will supply the plural form of that word.
C.I.	"I'm going to say a word you know. You must tell me how to say that word if I had more than one of those things... table (tables)."

WORD ANALYSIS

PLURALS #16

Objective 16. Given plastic models of familiar items, the learner will arrange them into groups and will name them according to singular or plural groupings.

C.I. "Here are some plastic models. Arrange them in groups and then tell me the name you use if there is just one and the name you use if there are more than one."

WORD ANALYSIS

PLURALS #17

Objective 17. Given picture cards, one showing an item in the singular and another showing that item in the plural, the learner will make the appropriate match and will name the cards correctly.

C.I. "Here are some picture cards. Some show only one thing and some show more than one. Match the cards and then tell me the name for when there is one thing and when there are more than one."

S.I. The I.S.M. P1 (c 1973) has many examples for the above.

WORD ANALYSIS

PLURALS #18

Objective 18. Given a list of root words without the suffix"s", the learner will make these words plural by adding's' orally.

C.I. "Here are a list of singular words. Make them mean more than one by adding s."

S.I.

boy
girl
book
snake
pet

Answers: (s)

WORD ANALYSIS

PLURALS #19

Objective 19. Given a list of plurals with the suffix 's; the learner will stroke the 's' and read the singular form.

C.I. "Here are a list of words in the plural. Make them mean only one by taking the s away. Read the root word."

S.I.

boys
girls
dogs
cats
stars

Answers: (-s)

WORD ANALYSIS

PLURALS #20

Objective 20. Given a list of words in the singular and plural, the learner will indicate awareness of number by marking an "s" for the singular form and a "p" for plural form.

C.I. "Here are a list of words. Some mean only one or singular, so, put an "s" beside them. Others mean more than one, so, put a "p" beside them."

S.I.
1) cats ____________
2) dogs ____________
3) kite ____________
4) foxes ____________
5) dress ____________
6) peaches ____________
7) skies ____________
8) baby ____________
9) fairy ____________
10) children ____________

Answers: 1) P 2) P 3) S 4) P 5) S 6) P
7) P 8) S 9) S 10) S

WORD ANALYSIS

PLURALS #21

Objective 21.	Given a list of 5 root words in the singular, the learner will make them into the plural by adding an s.
C.I.	"Here is a list of five root words. Make them plural. Write them out."
S.I.	cat dog kite desk pencil
Answers:	(s)

WORD ANALYSIS

PLURALS #22

Objective 22. Given a list of 5 words in the plural whose roots end in x, z, ss, ch and sh, the learner will identify the es and say the root word in the singular.

C.I. "Here is a list of five words in the plural. Take off the ending and read each word in the singular form."

S.I.
foxes
dresses
peaches
boxes
princesses

WORD ANALYSIS

PLURALS #23

Objective 23. Given a list of 10 words in the singular and plural whose roots end in x, z, ss, ch and sh, the learner will indicate awareness of numbers by marking s beside the singular forms and p beside the plural forms of the words.

C.I. "Here is a list of words. If they are plural mark a p beside them. If they are singular mark an s beside them."

S.I.

1) wish ______________
2) crosses ____________
3) watches ____________
4) church ____________
5) foxes ______________
6) dress ______________
7) couches ____________
8) kiss ______________
9) Miss ______________
10) porches ____________

Answers:

1) S
2) P
3) P
4) S
5) P
6) S
7) P
8) S
9) S
10) P

WORD ANALYSIS

PLURALS #24

Objective 24. Given a list of 5 root words ending in x, z, ss, ch, and sh, the learner will make them plural by adding "es."

C.I. "Here is a list of five root words. Change them to the plural form."

S.I.

wish
cross
dress
fox
church

Answer: (+ es)

WORD ANALYSIS

PLURALS # 25

Objective 25.	Given a list of 5 words in the plural whose roots end in y preceded by a consonant, the learner will change the i to y and write the root word.
C.I.	"Here are a list of five words in the plural. Make them into the singular by writing the root word."
S.I.	1) skies 2) fairies 3) babies 4) cherries 5) flies
Answers:	1) sky 2) fairy 3) baby 4) cherry 5) fly

WORD ANALYSIS

PLURALS #26

Objective 26. Given a list of 10 words in the singular and plural whose roots end in y preceded by a consonant, the learner will indicate awareness of number by marking s beside the singular forms and p beside the plural forms of the words.

C.I. "Here is a list of words. If they are plural mark a p beside them. If they are singular mark an s beside them."

S.I.

lily
parties
stories
fly
fairy
cherries
daisy
skies
baby
puppies

WORD ANALYSIS

PLURALS #27

Objective 27. Given a list of 5 root words ending in y, preceded by a consonant, the learner will make them plural by changing the y to i and adding es.

C.I. "Here is a list of five root words. Change them to the plural form."

S.I.

sky
fairy
baby
cherry
fly

WORD ANALYSIS

PLURAL #28

Objective 28. Given a list of five words in the plural whose roots end in fe, the learner will read out the root word.

C.I. "Here is a list of five words in the plural. Find the root word and read it aloud."

S.I.
leaves
calves
wolves
knives
wives

Answer:
leaf
calf
wolf
knife
wife

WORD ANALYSIS

PLURALS #29

Objective 29.	Given a list of five words in the singular, whose roots end in fe, the learner will read out the word in the plural.
C.I.	"Read these words in the plural."
S.I.	leaf calf wolf knife wife
Answers:	leaves calves wolves knives wives

WORD ANALYSIS

PLURALS #30

Objective 30. Given a list of five words in the singular whose roots end in fe, the learner will write them in the plural form.

C.I. "Write these words in the plural."

S.I.

leaf ________
calf ________
wol ________
knife ________
wife ________

Answers:

leaves
calves
wolves
knives
wives

WORD ANALYSIS

PLURALS #31

Objective 31. Given a list of root words some ending in y preceded by a consonant or vowel, some ending in ss, x, ch, and sh, and others ending in f and fe, the learner will write out the plural form for these words.

C.I. "Write these words in the plural."

S.I.

fly
cross
story
fish
elf
half
party
toy
monkey
ax

Answers:

flies
crosses
stories
fishes
elves
halves
parties
toys
monkeys
axes

PUNCTUATION #1

Objective 1.	During the composition of a short experience chart, the learner will identify for the writer the correct placement of the period.
C.I.	"We are going to write a story about..... I'll write the words as you say them and then you can show me the mark that goes at the end of a sentence."
S.I.	Will vary according to experience chart done.
Answers:	The learner should point out the periods at the end of each sentence.

PUNCTUATION #2

Objective 2.	During the composition of a short experience chart, the learner will dictate to the writer the correct placement of the period.
C.I.	"We are going to write a story about....... I'll write the words as you say them and then you can tell me what mark goes at the end of a sentence."
S.I.	Will vary according to experience chart done.
Answers:	The learner should correctly indicate that a period is to be placed at the end of a sentence.

PUNCTUATION #3

Objective 3.	During the composition of a short experience chart, the learner will identify for the writer the correct placement of capital lettering.
C.I.	"We are going to write a story about...... I'll write the words as you say them and then you can show me the capital letters."
S.I.	Will vary according to experience chart done.
Answers:	The learner should correctly identify the capital letters at the beginning of each sentence.

PUNCTUATION #4

Objective 4. During the composition of a short experience chart, the learner will dictate to the writer the correct placement of capital lettering.

C.I. "We are going to write a story about........ I'll write the words as you say them and you can tell me where to place the capital letters."

S.I. Will vary according to experience chart done.

Answers: The learner should correctly indicate that a capital letter is to begin each sentence.

PUNCTUATION #5

Objective 5. During the composition of a short experience chart, the learner will identify for the writer the correct placement of the question mark.

C.I. "We are going to ask questions about..... I'll write the words as you ask the questions and then you can show me the mark that goes at the end of each sentence."

S.I. Will vary according to the experience chart.

Answers: The learner should correctly point out the question mark at the end of each sentence.

PUNCTUATION #6

Objective 6.	During the composition of a short experience chart, the learner will dictate to the writer the correct placement of the question mark.
C.I.	"We are going to ask questions about...... I'll write the words as you ask the questions and you can tell me what mark goes at the end of each sentence."
S.I.	Will vary according to the experience chart.
Answers:	The learner should correctly indicate that a capital letter is to end each interrogative sentence.

PUNCTUATION #7

Objective 7.	During the composition of a short experience chart, the learner will identify for the writer, the correct placement of the exclamation mark.
C.I.	"We are going to write a story about commands and feelings. I'll write the words as you say them and then you can show me the mark that goes at the end of each sentence."
S.I.	Will vary according to experience chart.
Answers:	The learner should correctly point out the exclamation mark at the end of each exclamatory sentence.

PUNCTUATION #8

Objective 8. During the composition of a short experience chart, the learner will dictate to the writer the correct placement of the exclamation mark.

C.I. "We are going to write a story about commands and feelings. I'll write the words as you say them and you can tell me the mark that goes at the end of each sentence."

S.I. Will vary according to experience chart.

Answers: The learner should correctly indicate an exclamation mark is to end an exclamatory sentence.

PUNCTUATION #9

Objective 9.	The learner will print a sentence demonstrating correct use of the period.
C.I.	"Print this sentence. Use a period."
S.I.	My pet is big
Answer:	My pet is big.

PUNCTUATION #10

Objective 10. The learner will print a sentence demonstrating correct use of capital letters.

C.I. "Print this sentence. Use a capital letter where you need to."

S.I. the dog likes me.

Answer: The dog likes me.

PUNCTUATION #11

Objective 11.	The learner will print a sentence demonstrating correct use of capital letters and periods.
C.I.	"Print this sentence. Use a capital letter and a period where you need to."
S.I.	a banana has a peel
Answer:	A banana has a peel.

PUNCTUATION #12

Objective 12.	The learner will print a sentence demonstrating correct use of the question mark.
C.I.	"Print this sentence. Use a question mark where you need to."
S.I.	Are you helping me
Answer:	Are you helping me?

PUNCTUATION #13

Objective 13.	The learner will print a sentence demonstrating correct use of the exclamation mark.
C.I.	"Print this sentence. Use an exclamation mark where you need to."
S.I.	You are so funny
Answer:	You are so funny!

PUNCTUATION #14

Objective 14.	The learner will print a short paragraph of three sentences demonstrating correct use of the period.
C.I.	"Print this paragraph which has three sentences. Use a period where you need to."
S.I.	I came to see you But, you were not home So, I left
Answer:	I came to see you. But, you were not home. So, I left.

PUNCTUATION #15

Objective 15. The learner will print a short paragraph of three sentences demonstrating correct use of capital letters.

C.I. "Print this paragraph which has three sentences. Use a capital letter when needed."

S.I. in a zoo there are many animals they live in cages i like to feed them

Answer: In a zoo there are many animals. They live in cages. I like to feed them.

PUNCTUATION #16

Objective 16. The learner will print a short paragraph of three sentences demonstrating correct use of capital letters and periods.

C.I. "Print this paragraph which has three sentences. Use a capital letter and a period."

S.I. at school there is a lot to do my favorite subject is reading school is fun.

Answer:

At school there is a lot to do.
My favorite subject is reading.
School is fun.

PUNCTUATION #17

Objective 17.	The learner will print a short paragraph of 3 sentences demonstrating correct use of the question mark.
C.I.	"Print this paragraph which has three sentences. Use a question mark when needed."
S.I.	Do you eat carrots How does your mother cook them Are they always cooked
Answer:	Do you eat carrots? How does your mother cook them? Are they always cooked?

PUNCTUATION #18

Objective 18.	The learner will print a short paragraph of three sentences demonstrating correct use of punctuation including exclamation marks, periods and question marks as well as capitals with 100% accuracy.
C.I.	"Print this paragraph which has three sentences. Use an exclamation mark, period or question mark when needed."
S.I.	we saw a clown on television he made us roar with laughter do you like clowns
Answer:	We saw a clown on television. He made us roar with laughter! Do you like clowns?

PUNCTUATION #19

Objective 19. During the composition of a short experience chart, the learner will identify for the examiner, the correct placement of the comma.

C.I. "We are going to write a story about family words. I'll say a word like fruit you'll name at least three fruit you know and I'll finish your list for you. Show me the mark that goes between the list of family words."

S.1. Fruit: apples, bananas, oranges, cherries.
Apples, bananas, oranges, and cherries are fruits.

Answer: Learner should point out the commas after apples and bananas.

PUNCTUATION #20

Objective 20.	During the shared composition of a short experience chart, the learner will dictate to the writer the correct placement of the comma.
C.I.	"We are going to write a story about family words. I'll say a word like vegetable. You'll name at least three **vegetables that you know** and I'll finish your list for you. Tell me where to put the comma in the list."
S.I.	**Vegetables** Celery carrots beans Celery carrots and beans are vegetables.
Answer:	The learner will place a comma between celery and carrot.

PUNCTUATION #21

Objective 21. Given an unpunctuated sentence containing at least three related nouns, the learner will insert the required commas in the correct positions.

C.I. "Here is a sentence with three words that go together. Put a comma in the right place."

S.I.

Roses daisies and dandelions are colorful flowers.

Answer: Roses, daisies and dandelions are colorful flowers.

PUNCTUATION #22

Objective 22.	Given an unpunctuated sentence containing at least 3 related adjectives the learner will insert the required commas in the correct positions.
C.I.	"Here is a sentence with three related adjectives. Insert the commas in the right spot."
S.I.	The balloons were red yellow and green.
Answer:	The balloons were red, yellow, and green.

PUNCTUATION #23

Objective 23.	Given an unpunctuated sentence commencing with a connective the learner will identify the pause by inserting the required commas in correct positions.
C.I.	"Copy the sentence and put in a comma where there is a pause."
S.I.	Suddenly the door closed!
Answer:	Suddenly, the door closed!

PUNCTUATION #24

Objective 24.	Given an unpunctuated sentence containing one adverbial **clause**, the learner will insert a comma to separate this **clause.**
C.I.	"Copy the sentence and put in the comma where it belongs."
S.I.	When the bell rang the fire drill began.
Answer:	When the bell rang, the fire drill **began.**

PUNCTUATION #25

Objective 25. Given an unpunctuated sentence but containing direct speech in quotation marks the learner will insert the required comma in the correct position.

C.I. "Copy the sentence and put in the comma where it belongs."

S.I. Mother said "It is sunny today."

Answer: Mother said, "It is sunny today."

PUNCTUATION #26

Objective 26. During the group writing of a letter the learner will identify the correct placement of the commas in the date, address, salutation and closing.

C.I. "Copy this letter and circle the commas in the date, address, salutation and closing."

S.I.

2520 Willow Road
Ames, Iowa 50010
September 20, 1976

Dear Tina,

How do you like school this year? We have a new teacher. She is Miss Hayden. We are all going to the zoo on a school bus soon. Does your class go places? Write me a letter soon.

Your friend,

Milly

PUNCTUATION #27

USE OF THE COMMA IN LETTER WRITING

Objective 27. During the group writing of a letter the learner will use the comma correctly in the date, address, salutation and closing

C.I. "Copy this letter and put in the comma for the date, address, salutation and closing."

S.I.

3025 Fifth Street
Houston* Texas 77000
October 8* 1976

Dear Aunt Myrtle*

Thank you for the shoes you sent me for Christmas . They look very sturdy. I am sure they will last a long time.

With love*

Willie

Answer: See *

PUNCTUATION #28

Objective 28. During the group writing of an envelope, the learner will identify the correct placement of the comma in the address.

C.I. "Copy this address. Circle the comma."

S.I.

9966 Wollow Street
Vancouver,* British Columbia L6B 1M2

Answer: *

PUNCTUATION #29

Objective 29. Given an unpunctuated address to copy on an envelope, the learner will insert the commas needed.

C.I. "Copy this address and put in the comma where it belongs."

S.I. 5255 Sherbrooke Street
Montreal* Quebec H4A 2K4

Answer: *

PUNCTUATION #30

Objective 30. During the writing of a sentence requiring a colon the learner will identify placement of the colon.

C.I. "Copy these sentences and circle the colons."

S.I. Here is an example of three ways to write the same sound:* to, too, two.

Buy these items:* fruit, bread, hot dogs, and mustard.

Answers: *

PUNCTUATION #31

Objective 31.	During the writing of a sentence requiring a colon, the learner will correctly insert the necessary colon.
C.I.	"Copy these sentences and put in a colon where it is needed.
S.I.	These were the hockey players* Dryden, Mahovolich, Shutt, and Lafleur. My mother bakes three kinds of cookies* chocolate chip, peanut butter, and sugar. In some words the first vowel is long* baby, pilot, sea, hole.

PUNCTUATION #32

Objective 32. During the writing of a paragraph, the learner will identify a semi-colon.

C.I. "Circle the semi-colon in the following paragraphs."

S.I. New Directions in English 4: p198.

They heard the thunder; it was as the beasts trumpeting in the jungle; as stones crashing down from the mountain. They beheld the lightning; and said among themselves, it is like the flash of the word on a child's top; it is like the darting of fish through the sea.

From forest clearings and ocean shores; in the warm hot lands of the south; in the cold dry lands of the north, east, and west; wherever men were.

PUNCTUATION #33

Objective 33.	Given a sentence containing direct speech, the learner will identify the quotation marks where they open and close the speech.
C.I.	"Circle the quotation marks in these sentences."
S.I.	Lewis Carrol, *Alice in Wonderland*. The king called out "Silence!," and read out from his book, "Rule Forty-two. All persons more than a mile high leave the court." "I'm not a mile high," said Alice. "You are," said the king. "Nearly two miles high," added the Queen.

PUNCTUATION #34

Objective 34.	Given a sentence containing direct speech, the learner will insert the quotation marks in the correct position.
C.I.	"Copy this sentence and put in the quotation marks when someone speaks directly."
S.I.	-That is the oldest rule in the book,- said the king.
Answer:	" "

PUNCTUATION #35

Objective 35.	Given an unpunctuated sentence containing direct speech the learner will insert the necessary punctuation marks.
C.I.	"Here is a sentence containing direct speech. Put in the punctuation marks."
S.I.	Are those your new skates asked Jerry
Answer:	"Are those your new skates?" asked Jerry.

PUNCTUATION #36

Objective 36. Given a sentence containing direct speech, which is interrupted, the learner will properly open and close direct speech.

C.I. "Here is a sentence that has direct speech. Put in the open and closed quotation marks where needed."

S.I. Well, said father. I had a letter today.

Answer: "Well," said father, "I had a letter today."

PUNCTUATION #37

Objective 37. Given an unpunctuated sentence containing direct speech, which is interrupted, the learner will insert the necessary punctuation marks.

C.I. "Here is a sentence that has direct speech, put in all the necessary punctuation."

S.I. Finally said mother It is snowing.

Answer: "Finally," said mother. "It is snowing."

PUNCTUATION

Apostrophe of Possession

Objective 38. During the shared composition of a short experience chart, the learner will dictate the correct placement of the apostrophe of possession.

C.I. "This hat belongs to Sam. How would I say that in another way? Tell me how to write Sam's."

S.I. Sam's hat.

PUNCTUATION

Apostrophe of Possession

Objective 39. Given 2 lists, one showing short phrases denoting possession, and the other showing the version using the apostrophe of possession, the learner will make the appropriate match between these two forms.

C.I. "Here is a list of sentences and a list of words in the short form. Draw a line to match the sentence with its short form. For example, the first sentence reads, 'This dog belongs to Tim. Whose dog is it? ...Tim's.' Draw a line from the first sentence to the word Tim's."

S.I. The dog belongs to Tim.

Mother has a hat.

John has a candy.

Mother's

John's

Tim's

VOCABULARY - ANTONYMS #1

Objective 1. Given a collection of pictures illustrating antonyms, the child will pair them on this basis

C.I. "Look at each picture card. Match it with its opposite."

S.I. Use the D.L.M. Antonym Cards #234. Available at Curdev.

VOCABULARY - ANTONYMS #2

Objective 2. Upon hearing a certain word, the child will respond with its opposite.
eg: hot - cold.

C.T. "I will say a word. You say the antonym. I say hot, you say cold."

S.I.	strong	loose	sharp	friend
	hot	cool	sick	full
	many	fat	save	happy
	light	bright	asleep	swiftly
	wet	large	slow	noisy
	build	come	young	over
	easy	hard	win	climb
Answers:	weak	tight	dull	enemy
	cold	warm	healthy	empty
	few	thin	spend	sad
	dark	dull	awake	slowly
	dry	small	fast	quiet
	destroy	go	old	under
	hard	soft	lose	descend

VOCABULARY - ANTONYMS #3

Objective 3.	Given a collection of separate word cards that describe antonyms, the child will pair them on this basis.
C.I.	"Here are word cards that show antonyms. Match them."
S.I.	Use D.L.M. Antonym Cards. Cat. Number 234. Available at Curdev.

VOCABULARY - ANTONYMS #4

Objective 4. Given a printed page showing words that feature antonyms, the child will select and pair these antonyms with a line.

C.I. "Pair these antonyms with a line."

S.I. New Phonics Workbook C p. 153.

REMEMBER: ANTONYMS are words that are opposite or almost opposite in meaning.

Draw a line to connect each pair of antonyms

strong	dry	light	tight	large	fearful
hot	dark	loose	warm	sharp	spend
many	cold	cool	dull	sick	dull
light	few	fat	heavy	fearless	healthy
wet	weak	bright	thin	save	small
asleep	fast	swiftly	quiet	hard	under
slow	awake	noisy	difficult	young	soft
friend	sad	easy	go	win	descend
full	enemy	build	slowly	over	old
happy	empty	come	destroy	climb	lose

VOCABULARY - SYNONYMS #5

Objective 5.	Given a picture, the child will supply as many synonyms as he can to describe that picture.
C.I.	"Here is a picture. Think of at least two words that mean the same you can use to describe this picture."
S.I.	Use D.L.M. Noun or Verb cards #386, #410.

VOCABULARY - SYNONYMS #6

Objective 6. Given a collection of pictures that illustrate synonyms and word cards, the learner will match the word cards to the appropriate pictures.

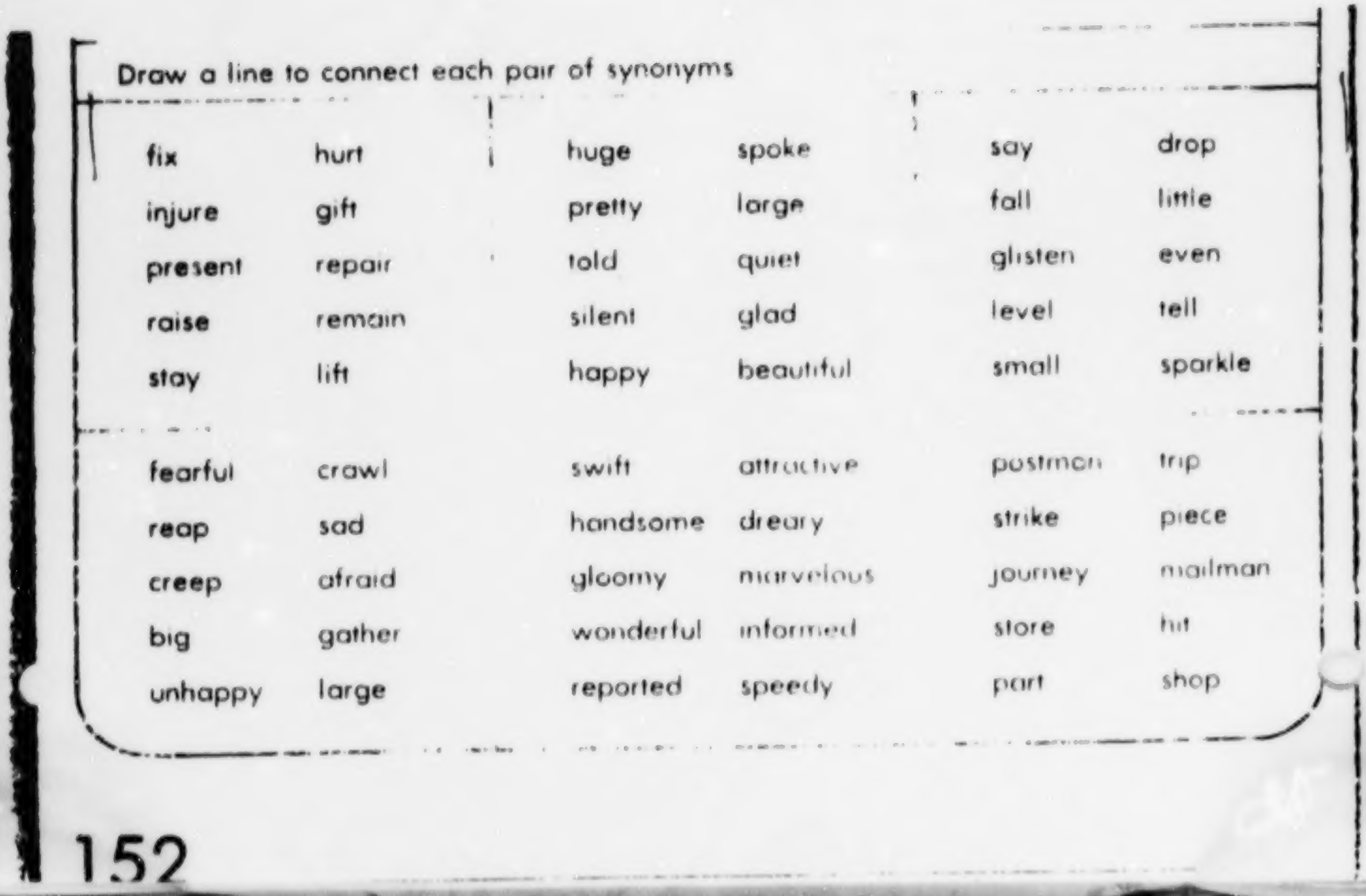
C.I. "Match these synonyms to their picture-card."

S.I. Use D.L.M. cards.

VOCABULARY - SYNONYMS #7

Objective 7. Given a printed page showing words that feature synonyms, the child will select and pair these synonyms with a line.

C.I. "Pair these synonyms with a line."



Draw a line to connect each pair of synonyms

fix	hurt	huge	spoke	say	drop
injure	gift	pretty	large	fall	little
present	repair	told	quiet	glisten	even
raise	remain	silent	glad	level	tell
stay	lift	happy	beautiful	small	sparkle
fearful	crawl	swift	attractive	postman	trip
reap	sad	handsome	dreary	strike	piece
creep	afraid	gloomy	marvelous	journey	mailman
big	gather	wonderful	informed	store	hit
unhappy	large	reported	speedy	part	shop

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VOCABULARY - HOMONYMS #8

Objective 8.	Given a collection of pictures that illustrate homonyms, the learner will select and pair them on this basis.
C.I.	"Pair these cards that sound the same."
S.I.	Use D.L.M. Homonym Cards #232. Available at Curdev.

VOCABULARY - HOMONYMS #9

Objective 9.	Given a collection of pictures that illustrate homonyms and appropriate word cards, the learner will select and match the pictures and word cards and will then group them on the basis of homonyms.
C.I.	"Match these word cards to the pictures that show the same homonym."
S.I.	D.L.M. #232.

VOCABULARY - HOMOPHONES #10

Objective **10.** Given cards with matching picture and word, the learner will pair the homophones.

C.I. "Match the words that sound the same and are spelled the same but stand for different things."

S.I. Use D.L.M. Homophone Cards #233.

VOCABULARY - HOMONYMS #11.

Objective 11. Given a printed page showing words that feature homonyms, the learner will join the homonyms with a line.

C.I. "Join each homonym with a line."

S.I

In each box draw a line to connect each pair of words that sound the same

piece	knot	prince	wrap	our	bear
break	peace	ate	wring	steak	road
not	wait	ring	eight	bare	hour
weight	brake	rap	prints	rode	stake
sew	dye	tail	sale	steal	son
right	sow	I	tale	nose	steel
see	sea	led	eye	pain	knows
die	write	sail	lead	sun	pane

ABBREVIATIONS #1

TITLES OF PERSONS

Objective 1. Given a list of the following words: Mister, Doctor, the learner will write the acceptable abbreviations including correct use of the period.

C.I. "Here are two words: Mister and Doctor. Write the abbreviation for each using a period."

Answers: Mr., Dr.

ABBREVIATIONS #2

TITLES OF COMPANIES

Objective 2.	Given a list of the following words: Company, Limited, Corporation, the learner will write the acceptable abbreviation including the correct use of the period.
C.I.	"Here are three words: company, limited and corporation. Write the abbreviation for each using a period."
Answers:	Comp., Ltd., Corp..

ABBREVIATION #3

COMMON LATIN AND ENGLISH TERMS

Objective 3. Given a list of the following words: etcetera, for example, continued, the learner will write the acceptable abbreviation including the correct use of the period.

C.I. "Here is a list of words: etcetera, for example. Write the abbreviation for each using a period."

Answers: etc., e.g..

ABBREVIATIONS #4

MAP TERMS

Objective 4. Given a list of mapping terms: Street, Road, Avenue, Crescent, Court, Boulevard, the learner will write the acceptable abbreviation including the correct use of the period.

C.I. "Here is a list of mapping terms: Street, Road, Avenue, Crescent, Court and Boulevard. Write the abbreviation for each using a period."

Answers: St., Ave., Cres., Crt., Blvd., Rd.

ABBREVIATIONS #5

POLITICAL TERMS

Objective 5. Given a list of the following locations: Municipality, Provinces, Countries, the learner will write the acceptable abbreviation including the correct use of the period.

C.I. "Here is a list of locations: Municipality, Provinces and Countries. Write the abbreviation for each using a period."

Answers: Mun., Prov., Count..

ABBREVIATIONS #6

GEOGRAPHIC TERMS

Objective 6.	Given a list of the following geographic locations: Rivers, Lakes, Islands, Mountains, the learner will write the acceptable abbreviation including the correct use of the period.
C.I.	"Here is a list of geographic locations: Rivers, Lakes, Islands, and Mountains. Write the abbreviation for each using a period.
Answers:	Riv., L., Is., Mts..

ABBREVIATIONS #7

TEMPORAL TERMS

Objective 7. Given a list of the following terms related to time: ante meridian, post meridian, Before Christ, anno domino, second, minute, hour weeks, years, the learner will write the acceptable abbreviation including the correct use of the period.

C.I. "Here is a list of terms about time: ante meridian, post meridian, Before Christ, anno domino, second, minute, hour, weeks, and years. Write the abbreviation for each using a period.

Answers: a.m., p.m., B.C., A.D., sec., min., hr., wks., yrs..

ABBREVIATIONS #8

MEASUREMENT TERMS

Objective 8. Given a list of the following terms related to measurement: metre, litre, gram, the learner will write the acceptable abbreviation including the correct use of the period.

C.I. "Here are three words used in measuring: metre, litre and gram. Write the abbreviation for each using a period."

Answers: m., l., gr..

PARTS OF SPEECH

NOUNS #1

Objective 1. Given plastic models of such familiar items as a man, a woman, a dog, the child will select the correct item in response to a request to do so.

C.I. "Pick up the dog."

PARTS OF SPEECH

NOUNS #2

Objective 2.	Given plastic models of such familiar items as, a man, a woman, dog, etc., the child will select an item and name it.
C.I.	"Pick up one of the models and tell me what you have."

PARTS OF SPEECH

NOUNS - NUMBER #3

Objective 3.	Given a collection of plastic models, some in the singular and some in the plural, the learner will sort them into 2 piles on the basis of one and more than one.
C.I.	"Here are some models. Make them into 2 piles. Some with only one model and some with more than one of the same kind of model."

PARTS OF SPEECH

NOUNS-NUMBER #4

Objective 4.	Given a collection of pictures of animals, objects, etc., in the single and in the plural forms, the learner will sort these pictures into 2 piles, on the basis of one and more than one.
C.I.	"Here are some pictures. Make them into 2 piles. Some with only 1 thing in a picture and some with more than one thing in the picture."

PARTS OF SPEECH

NOUNS-NUMBER #5

Objective 5. Given a collection of pictures of animals, objects, etc., in the single and in the plural forms, the learner will select, name and pair these pictures.

C.I. "Here are some pictures. Look through them and make them into sets such as: 1 cow, some cows, one book, some books. Then tell me what you have done."

PARTS OF SPEECH

NOUNS-NUMBER #6

Objective 6. Given a sheet of paper on which is printed a column of 3 familiar objects in the singular, the child will draw the appropriate matching objects in the plural.

C.I. "Here are some pictures that show one thing. Draw more of those things next to each picture."

S.I. Refer to suffixes for continuation of plurals.

PARTS OF SPEECH

NOUNS #7

Objective 7.	Given the name of a person, place or thing in a sentence, the learner will identify the noun orally.
C.I.	"I'm going to say a sentence and you must tell me which word is a noun."

PARTS OF SPEECH

NOUNS #8

Objective 8. Given the name of a person, place or thing in a sentence, the learner will underline the noun.

C.I. "Here is a sentence. Read it and draw a line under the word that is a noun."

PARTS OF SPEECH

NOUNS #9

Objective 9. The learner will indicate mastery of the noun concept by selecting and underlining the nouns from a list containing different parts of speech.

C.I. "Here is a list of words. Read it and place a line under each noun."

PARTS OF SPEECH

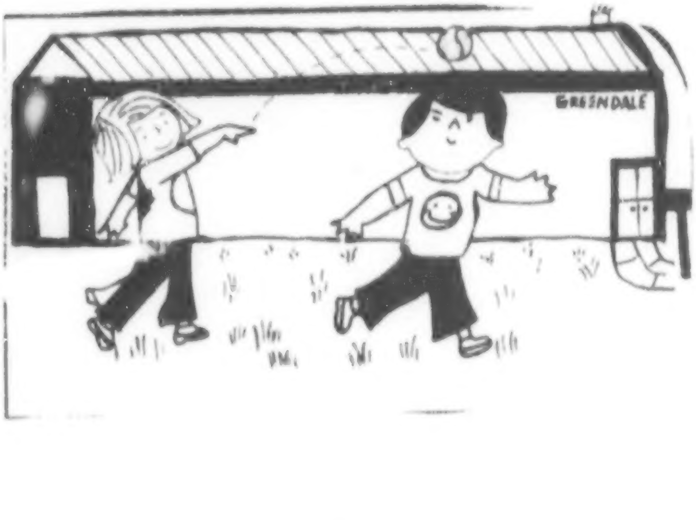
VERBS #1

Objective 1. Given a picture clearly and simply portraying movement (or action), together with a list of at least three verbs, the learner will underline the verb which is most appropriate.

C.I. "Here is a picture that shows action. Underline one of the three words which tells about what the girl is doing."

S.I. crawl, sit, throw.

Answer: ....., ..., throw.



PARTS OF SPEECH

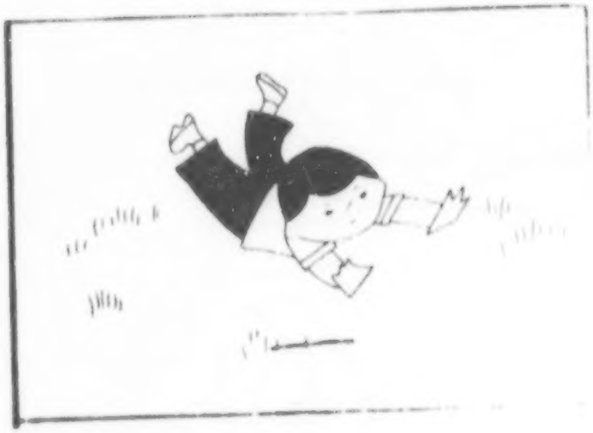
VERBS #2

Objective 2. Given a picture clearly and simply portraying movement (or action), the learner will insert the verb which is most appropriate.

C.I. "Here is a picture of a boy. What verb would you choose to tell me what has happened to him?"

S.I. See below.

Answer: fall, tumble, trip.



PARTS OF SPEECH

VERBS #3

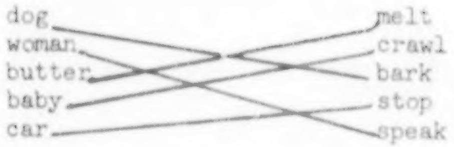
Objective 3. Given a list of five nouns and five suitable verbs, the learner will make the appropriate match between each noun and verb with a line.

C.I. "Here are 2 lists of words. Draw a line betwen the two words that go well together."

S.I.

dog	melt
woman	crawl
butter	bark
baby	stop
car	speak.

Answer:


dog
woman
butter
baby
car
melt
crawl
bark
stop
speak

PARTS OF SPEECH

VERBS #4

Objective 4. Given a sentence in which the verb is missing, and for which a blank space is provided, together with a list of at least three verbs, the learner will select and insert the appropriate verb.

C.I. "Read the sentence carefully. It has a verb missing. Choose one of the three verbs below the line and print it in the space."

S.I. A volcano ____________________ loudly.
smells, explodes, climbs

Answer: A volcano explodes loudly.

PARTS OF SPEECH

VERBS #5

Objective 5. Given a sentence in which the verbs are missing and for which blank spaces are provided, the learner will insert the appropriate verb.

C.I. "Read the sentence and put in the verb that is missing."

The bird ____________ to its nest.

Answer: flies, flew.

PARTS OF SPEECH

VERBS #6

Objective 6. Given a sentence, the learner should indicate understanding of the term verb by pointing it out.

C.I. "Show me the verb in this sentence."

S.I. The bee buzzed around the flower.

Answer: buzzed.

PARTS OF SPEECH

VERBS #7

Objective 7. The learner will indicate mastery of the verb concept by selecting the verbs from a list of parts of speech.

C.I. "Here is a list of words. Underline all the verbs you see.

S.I.

rat eat to listen
fast speak inside
suddenly run

Answer: eat listen run speak

PARTS OF SPEECH

VERBS #8

Objective 8. Given a sentence in the present tense without its verb and three forms of the verb written above, the learner will insert the correct tense of the verb in the blank.

C.I. "Fill in the right form of the verb after you read each sentence carefully in the blank space."

S.I. ate eats are eating

"It is now five o'clock and we __________ now.

Answer: are eating.

PARTS OF SPEECH

VERBS #9

Objective 9. Given a sentence in the past tense without its verb and three forms of the verb written above, the learner will insert the correct tense of the verb in the blank.

C.I. "Fill in the right form of the verb after you read each sentence carefully in the blank space."

S.I. will sing am singing sang

I ________________ yesterday.

Answer: sang.

PARTS OF SPEECH

VERBS #10

Objective 10. Given a sentence in the future tense without its verb and three forms of the verb written above, the learner will insert the correct tense of the verb in the blank.

C.I. "Fill in the right form of the verb after you read each sentence carefully in the blank space."

S.I. starts started will start

The Olympics ________________ tomorrow.

Answer: will start.

PARTS OF SPEECH

VERBS #11

Objective 11. Given a short paragraph, with underlined verbs, the learner will indicate orally the tense of the verb in the sentence as Past, Present, or Future.

C.I. "Read the paragraph. Look at the underlined verbs. Tell me whether the tense of each is present, past, or future."

S.I. Yesterday, I read a book called Jaws. Here is the book. Jim will bring it home tonight. Do you like shark stories? This one is really good!

Answers: Present: is, is, do like

Past: read, called

Future: will bring

PARTS OF SPEECH

VERBS #12

Objective 12.	Given a verb, the learner will compose a sentence in the present tense.
C.I.	"Here is a verb. Use it in a sentence showing the present tense."
S.I.	lift, laugh, sit, etc.
Answer:	Will vary according to verb used.

PARTS OF SPEECH

VERBS #13

Objective 13. Given a verb, the learner will compose a sentence in the past tense.

S.I. "Here is a verb. Use it in a sentence, showing the present tense."

S.I. run eat come etc.

Answer: I ran. I ate. I came. etc.

PARTS OF SPEECH

VERBS #14

Objective 14. Given a verb, the learner will compose a sentence in the future tense.

C.I. "Here is a verb. Use it in a sentence, showing the future tense."

S.I. go eat read

Answer: I will go. I shall eat. I will read.

PARTS OF SPEECH

VERBS #15

Objective 15. Given a short paragraph in which blanks are left for the omitted verbs, together with at least three verbs listed between brackets, the learner will correctly choose and insert the appropriate tense.

C.I. "Read this story. Choose the correct verb for each of the blank spaces."

S.I. Yesterday, the weather ____________ (was, is will be) very nice. Today the rain __________ ______(is pouring, poured will pour), as you can ______ (saw, will see, see). Tommorrow, the weatherman says it ____________(will be, was, is) sunny.

PARTS OF SPEECH

VERBS #16

Objective 16.	The learner will indicate mastery of the present tense by composing a short paragraph using the verbs correctly throughout.
C.I.	"Write a short story in the present tense only."
Answers:	Accept only the present tense.

PARTS OF SPEECH

VERBS #17

Objective 17. The learner will indicate mastery of the past tense by composing a short paragraph using the verbs correctly throughout.

C.I. "Write a short story in the past tense only."

Answers: Accept only the past tense.

PARTS OF SPEECH

VERBS #18

Objective 18.	The learner will indicate mastery of the future tense by composing a short paragraph using the verbs correctly throughout.
C.I.	"Write a short story in the future tense only."
Answer:	Accept only the future tense.

PARTS OF SPEECH

VERBS - CONTRACTIONS #19

Objective 19. Given a list of verbs with their appropriate contractions, the learner will identify the shortened form and say it.

C.I. "Read each verb and the contraction. Tell me which is the shorter way and say the word."

S.I.

I am	I'm
is not	isn't
we are	we're
let us	let's
can not	can't
are not	aren't
do not	don't
shall not	shan't

PARTS OF SPEECH

VERBS - CONTRACTIONS #20

Objective 20. Given a paragraph with contractions, the learner will identify the contractions by underlining them.

C.I. "Read this story and put a line under each contraction (a word which has a shortened form)."

S.I.

Time for Safety

Peter and his little brother, Tom, hurried down the street on their way to school.

"I hope we're not late today," said Tom.

"We aren't late," said Peter. "And if we are, they'll wait for us."

"Do you think it'll rain?" asked Tom.

"We've been hoping for two weeks that it wouldn't rain," said Tom. "Just look at the sky. It couldn't rain if it wanted to. There's not a cloud in the sky."

The stop light was red as they came to the corner. Tom stepped off the curb.

"You'd better get back on the curb," said Peter. "You're not supposed to start crossing the street until the light turns green."

"Where's the policeman?" asked Tom. "He's not here. We won't get caught."

"It doesn't matter whether someone is watching you or not. Obey the safety rules all the time, and you won't get hurt. You wouldn't want to get run over or hit by a car today, would you?" asked his big brother. "Can't you see yourself lying in a hospital while the rest of us are out having fun?"

The light changed. The boys looked both ways and then walked across the street. They could see the school yard, now, and the bus loaded with children. Across the front of the bus hung a big banner. It read: Chartered Bus — Annual School Picnic.

PARTS OF SPEECH

VERBS - CONTRACTIONS #21

Objective 21. Given a list of verbs, the learner will match them with their contractions.

C.I. "Join each verb to its contraction."

S.I.

Match each contraction in the first column to its correct meaning in the second column.

wasn't	I am	can't	she will
I'll	is not	she'll	were not
I'm	was not	it's	would not
isn't	I wi	wouldn't	it is
I've	we are	weren't	did not
we're	I have	didn't	can not

let's	you will	shouldn't	that is
wasn't	you are	aren't	they will
we'll	let us	that's	do not
you'll	could not	they'll	are not
you're	was not	don't	he will
couldn't	we will	he'll	should not

PARTS OF SPEECH

VERB - CONTRACTIONS #22

Objective 22. Given a list of sentences with blanks and a list of appropriate contractions, the learner will insert the correct contraction in each sentence.

C.I. "Fill the blanks with the right contraction."

S.I.

Complete each sentence, using a contraction from the list at the right.

1. They ________________ go through the forest.
2. Tom ________________ afraid when he heard the shrill whistle.
3. ________________ afraid the canoe will not go under the bridge.
4. ________________ take their skates along on the trip.
5. I think ________________ going to be a fine day for a hike.

I'm
They'll
it's
wasn't
couldn't

PARTS OF SPEECH

PRONOUNS - I, ME, WE, YOU, IT #1

Objective 1.	After hearing a short, appropriate sentence, the learner will indicate by touching, the character representing the pronoun that was given in the short sentence.
C.I.	"I'm going to say something and you must touch the person I spoke about."

PARTS OF SPEECH

PRONOUNS - HE, SHE, HER, HIM, THEY #2

Objective 2.	After hearing a short, appropriate sentence, the learner will indicate by touching, the character representing the pronoun that was given in the short sentence.
C.I.	"I'm going to say something and you must touch the person I spoke about."

PARTS OF SPEECH

PRONOUNS - HE, SHE, HER, HIM, THEY #3

Objective 3.	During the telling of a short story, the learner will supply the appropriate pronoun, upon request.
C.I.	"I'm going to read a story. Listen carefully and tell me the correct word whenever I ask for it."

PARTS OF SPEECH

PRONOUNS - HE, SHE, HER, HIM, THEY #4

Objective 4. After hearing a short, appropriate sentence, the learner will indicate by circling with a pencil, the picture of the character representing the pronoun in the short sentence.

C.I. "I'm going to say something and you must draw a line around the little picture that shows who I spoke about."

PARTS OF SPEECH

PRONOUNS - HE, SHE, HER, HIM, THEY, #5

Objective 5. Given a short sentence, the learner will replace underlined nouns with the appropriate pronouns taken from a given list.

C.I. "Here is a sentence. Read it and then rewrite it using words from the list of John and Jane."

S.I. John and Jane played all afternoon.

he
she
we
they

Answer: they

PARTS OF SPEECH

PRONOUNS - HE, SHE, HER, HIM, THEY #6

Objective 6. Given a paragraph of 3 sentences, the learner will place appropriate pronouns in the blank spaces.

C.I. "Here is a short story. Read it and then put the correct words in the blank spaces."

S.I. Mary and John played all afternoon.

___________ had a snowball fight. She

threw a snowball at ____________.

Answer: they, him.

PARTS OF SPEECH

PRONOUNS - MY, YOUR, HIS, HER, OUR, THEIR, ITS #7

Objective 7.	On being shown an object and told who owns it, the learner will indicate the owner by touching and using the appropriate possessive pronoun.
C.I.	"This is Mary's book. Who owns this book?"
Answer:	Child touches Mary and says, "It's her book."

PARTS OF SPEECH

PRONOUNS - MY, YOUR, HIS, HER, OUR, THEIR, ITS #8

Objective 8. During the telling of a short story, the learner will supply the appropriate possessive pronoun upon request.

C.I. "I'm going to read a story. Listen carefully and tell me the correct word whenever I ask for it."

PARTS OF SPEECH

PRONOUNS - MY, YOUR, HIS, HER, OUR, THEIR, ITS #9

Objective 9. After hearing a short, appropriate sentence, the learner will indicate by circling with a pencil, the picture of the characters representing the possessive pronoun in the sentence.

C.I. "I'm going to tell a story about this picture. You listen carefully and then draw a circle around the little pictures that tell who owned the things in the story."

PARTS OF SPEECH

PRONOUNS - MY, YOUR, HIS, HER, OUR, THEIR, ITS #10

Objective 10. Given a short sentence, the learner will replace underlined nouns with the appropriate possessive pronouns taken from a given list.

C.I. "Here is a sentence. Read it and then rewrite it using a word from the word list to in place of John's.

S.I. "Mary found John's ball."

my
your
his
her
our

Answer: his

PARTS OF SPEECH

PRONOUNS - MY, YOUR, HIS, HER, OUR, THEIR, ITS #11

Objective 11.	Given a paragraph of 3 sentences, the learner will place appropriate possessive pronouns in the blank spaces.
C.I.	"Here is a short story. Read it and then put the correct words in the blank spaces."
S.I.	Mary and John played all afternoon. She brought _______ ball. He had ________ bat.
Answer:	her,his.

PARTS OF SPEECH

ADVERBS #1

Objective 1.	Given the demonstration of a specific body movement, the learner will respond orally to the request to describe the manner in which the movement was made.
C.I.	"Watch what I do and then tell me how I moved."

PARTS OF SPEECH

ADVERBS #2

Objective 2. Given a request to move in a specific manner, the learner will do so.

C.I. "Hop on one foot."

PARTS OF SPEECH

ADVERBS #3

Objective 3. Given a request to move in a specific manner, the learner will do so, and will identify the word or words which tell about how he moved.

C.I. "Lift up your hand...Tell me which word told you what to do."

PARTS OF SPEECH

ADVERBS #4

Objective 4. Given a list of 5 verbs and 5 suitable adverbs, the learner will make an appropriate match between each verb and adverb by drawing a line to link them.

C.I. "On your paper there is a list of verbs and a list of adverbs. You are to draw a line to match each adverb to a verb in order to make the most sense."

S.I.

run	sweetly
hit	slowly
eat	hard
sing	quickly
sit	quietly

Answer:

run	sweetly
hit	slowly
eat	hard
sing	quickly
sit	quietly

PARTS OF SPEECH

ADVERBS #5

Objective 5. Given a sentence in which the adverb is missing, and for which a blank space is provided, together with a list of at least three adverbs, the learner will select and insert the appropriate adverb.

C.I. "Here is a sentence. There is a blank space for the adverb. Read the sentence and then read the list of adverbs. Choose the one you think makes the most sense and print it in the spare."

S.I. Mary are ______________ so that she wouldn't miss catching the school bus.

slowly
quickly
quietly

Answer: quickly

PARTS OF SPEECH

ADVERBS #6

Objective 6.	Given a sentence in which the adverbs are missing, and for which blank spaces are provided, the learner will insert the appropriate adverb.
C.I.	"Here is a sentence. The adverb is missing but there is a blank space for it. Read the sentence and think of a suitable adverb. Write that word in the blank space."

PARTS OF SPEECH

ADVERBS #7

Objective 7. Having been taught the definition of an adverb, the learner will indicate mastery of this concept by selecting and listing the adverbs from a list of parts of speech.

C.I. "Here is a list of nouns, verbs, and adverbs. Draw a line under each one of the adverbs."

S.I.

go
house
quickly
run
slowly
dog

PARTS OF SPEECH

ADVERBS #8

Objective 8. Having been taught the definition of an adverb, the learner will indicate mastery of this concept, by underlining the adverbs in a given sentence.

C.I. "There are 2 sentences printed on this paper. Read each sentence and then draw a line under any adverbs that you see."

S.I. The dog ran quickly to his master.

Mother smiled sweetly at the baby.

Answer: The dog ran quickly to his master.

Mother smiled sweetly at the baby.

PARTS OF SPEECH

ADJECTIVES #1

Objective 1. Given a picture to study and 3 pictures of faces showing expressions, one of which is appropriate to the character in the picture, the learner will select the appropriate picture when asked how the character feels.

C.I. "Look at this picture and then choose the face picture that **shows how the girl felt about what happened."**

PARTS OF SPEECH

ADJECTIVES #2

Objective 2.	After hearing a paragraph that describes an action by a character, the learner will supply the appropriate word when asked how the character feels.
C.I.	"I'm going to tell you a story and then you must tell me how the girl in the story felt."

PARTS OF SPEECH

ADJECTIVES #3

Objective 3. Given an object, or model, the child will respond orally to the request to describe the object or model and will identify the word or words he uses that tell about it.

C.I. "Look at this model and tell me about it..... What words did you use?"

PARTS OF SPEECH

ADJECTIVES #4

Objective 4. Given an adjective such as happy, wet, etc... the child will draw a picture that illustrates that adjective.

C.I. "I'm going to say a word......happy. You draw me a picture to show what that word means."

PARTS OF SPEECH

ADJECTIVE #5

Objective 5.	Given a picture that clearly depicts one situation such as - a cloudy sky, a sad child, etc..., the learner will describe orally the picture and identify the word, or words that tell about the picture.
C.I.	"Look at this picture and tell me about it... What words did you use to tell about it."

PARTS OF SPEECH

ADJECTIVES #6

Objective 6.	Given a picture that clearly and simply portrays a particular situation or object together with a list of 3 adjectives the learner will underline the adjective which is the most appropriate.
C.I.	"Look at this picture then look at the list of words and draw a line under the word that tells about the picture."

PARTS OF SPEECH

ADJECTIVES #7

Objective 7. Given a picture that clearly and simply portrays a particular situation or object, the learner will print an appropriate adjective below it.

C.I. "Look at this picture and then print **one** word that tells about it."

PARTS OF SPEECH

ADJECTIVES # 8

Objective 8.	Given a list of 5 nouns and a list of 5 related adjectives the learner will make the appropriate match between the noun and the adjective.
C.I.	"Here are 2 lists of words. Draw a line between the words that go together."

PARTS OF SPEECH

ADJECTIVES #9

Objective 9. Given a sentence in which the adjectives are missing and for which blank spaces are provided together with a list of appropriate adjectives the learner will select and insert the appropriate adjectives.

C.I. **"Read this sentence and then choose the most suitable word from the list to fill each blank space."**

PARTS OF SPEECH

ADJECTIVES #10

Objective 10.	Having been taught the definition of an adjective, the learner will indicate mastery of this concept by underlining the adjectives in a given sentence.
C.I.	"Read this sentence and then underline the adjectives in it."

PARTS OF SPEECH

ADJECTIVES #11

Objective 11. Given a sentence in which the adjectives are missing and for which blank spaces are provided, the learner will select and insert the appropriate adjectives.

C.I. "Read this sentence and then put a suitable **adjective in each space.**"

PARTS OF SPEECH

ADJECTIVES #12

Objective 12. Having been taught the definition of an adjective, the learner will indicate mastery of this concept by selecting and listing the adjectives from a list containing different parts of speech.

C.I. "Here is a list of words, find all the adjectives and make a list of them."

DETERMINERS #1

ARTICLES

Objective 1. Given a sentence in which the determiners are missing, and for which blank spaces are provided, together with a list of the following articles: A, AN, and The, the learner will select and insert the appropriate article.

C.I. **"Here is a list of sentences. Each one has the article missing. Write in the correct article for each sentence."**

S.I. A AN THE

1) Give me ___________ apple!
2) This is ___________ day we all waited for.
3) I have only___________ penny.

Answer:

1) **an or the**
2) **the**
3) **a**

DETERMINERS #2

ARTICLES

Objective 2. Given a sentence in which the determiners are missing, and for which blank spaces are provided, the learner will insert the appropriate articles.

C.I. **"Put in the correct article in the blanks."**

S.I.

1) ______________boy and a girl were here.
2) It was _________ wrong girl.
3) The old house has ___________ lot of charm.
4) ________ ivory tusk is valuable.

Answers:

1) **a**
2) **the**
3) **a**
4) **an**

DETERMINERS #3

DEMONSTRATIVES

Objective 3. Given a sentence in which the determiners are missing, and for which blank spaces are provided, together with a list of the following demonstratives: THIS, THAT, THOSE, THESE, the learner will select and insert the appropriate demonstratives.

C.I. "Complete the sentences by filling in the blanks with this, that, those or these."

S.I.

1) ___________ were the days my friend!
2) ___________ time we scored.
3) ___________ are mine but _________ are not.
4) ___________ is the only way over there.

Answers:

1) Those
2) This
3) These or those vice versa
4) That

DETERMINERS #4

DEMONSTRATIVES

Objective 4. Given a sentence in which the determiners are missing and for which blank spaces are provided, the learner will insert the appropriate demonstratives.

C.I. "Fill in the blanks with the **correct demonstrative.**

S.I.

1) I'll have some of ________ soup and some of ________ bread.
2) ________ days it's hard to save money.
3) ________ pies look delicious over there.

Answers:

1) **this, that**
2) **these**
3) **those**

DETERMINERS #5

INTERROGATIVES

Objective 5. Given a sentence in which the determiners are missing and for which blank spaces are provided, together with a list of the following interrogatives: WHICH, WHAT, HOW, WHERE, WHEN, WHY, the learner will select and insert the appropriate interrogatives.

C.I. "Fill in the blanks with the correct interrogative: which, what, where, how, when, or why."

S.I.

1) ____________ did you lose so badly?
2) ____________ did Elmo go?
3) ____________ of the two cookies do you want?
4) ____________ do you want?
5) ____________ did he leave?
6) ____________ are you?

Answers:

1) Why
2) Where
3) Which
4) What
5) When
6) How

DETERMINERS #6

INTERROGATIVES

Objective 6. Given a sentence in which the determiners are missing, and for which blank spaces are provided, the learner will insert the appropriate interrogatives.

C.I. "Fill in the blanks with the **correct interrogative.**"

S.I.

1) ______________ did you win so easily?
2) ______________ did Seb walk ?
3) ______________ of the two carrots do you want?
4) ______________ do want me for?
5) ______________ did Dante write a poem?
6) ______________ did she go?
7) ______________ are you ?

Answers:

1) Why, when
2) Where
3) Which
4) What
5) When or why
6) Where
7) How

DETERMINERS #7

INDEFINITE PRONOUNS

Objective 7. Given a sentence in which the determiners are missing and for which blank spaces are provided, together with a list of the following indefinite pronouns: ANY, SEVERAL, SOME, FEW, the learner will select and insert the appropriate indefinite pronouns.

C.I. "Complete the sentences by filling the blanks with an indefinite pronoun: _many_, _any_, _several_ _some_ or _few_."

S.I.

1) The man invited _______ but ________ came.

2) Do you have _________ change?

3) I have ___________ hobbies.

4) Give me ___________, please?

DETERMINERS #8

Objective 8. Given a sentence in which the determiners are missing and for which blank spaces are provided, the learner will insert the appropriate idefinite pronouns.

C.I. "Fill in the blanks with the correct indefinite pronoun."

S.I.

1) The woman invited ________ but ________ came.

2) Do you have ________ change?

3) I have ________ favorite sports.

4) Give us ________ please!

Answers:

1) many, few
2) any
3) several
4) some.

CREATIVE WRITING #1

Objective 1. Given a list of 3 topics together with 3 related sentences, the learner will select one topic and correctly match it to the related sentence.

C.I. "Here are three topics and three sentences. Match them correctly by placing a letter in each space."

S.I.

A) The doctor said I should eat well and play hard.

B) An airplane flew over the tower.

C) My watch stopped at noon.

1) Flying ________ 2) Health ______ 3) Time ______

Answers:

1) B
2) A
3) C

CREATIVE WRITING #2

Objective 2.	Given a list of 3 topics, the learner will select one and compose an appropriate topic sentence.
C.I.	"Choose a topic and write a sentence for it."
S.I.	HOCKEY VACATION TELEVISION

HOCKEY: Hockey is the favourite winter sport in Quebec.

CREATIVE WRITING #3

Objective 3. Given a paragraph, the student will be able to underline the topic sentence.

C.I. "Read this paragraph and underline the sentence that gives you the main idea."

S.I. There was once a village called Chitter Chat, because the people who lived there talked so much. They talked and they talked from the time they got up in the morning until they went to bed at night. They talked to each other, and to their cats and dogs, and their horses and their goats. And if they couldn't find anybody else to talk to, they talked to themselves!

("The Baker's New Coat", Wings of Wonder p43. Holt, Rhinehart Winston: 1969)

Answer: The first sentence.

CREATIVE WRITING #4

Objective 4. Given a paragraph of three sentences together with a list of 3 topic sentences, the learner will select and underline the appropriate sentence.

C.I. "Read the following story. Choose the topic sentence which best suits the story and underline it in the story."

S.I. Choose from the appropriate reader for the learner (3').

CREATIVE WRITING #5

Objective 5.	Given a paragraph of 3 sentences the learner will identify the main idea.
C.I.	"Read the story. What is the main idea?"
S.I.	Choose from the appropriate reader.

CREATIVE WRITING #6

Objective 6. Given a topic for a paragraph, the student can compose a main idea for a paragraph and state it in a topic sentence.

C.I. "Write a short paragraph about the Olympic Games, and write your main idea in a topic sentence."

S.I. General topic familiar to students.

CREATIVE WRITING #7

Objective 7. Given a topic sentence for a paragraph, the student will be able to choose from a list of details those that would be pertinent to the topic.

C.I. "Here is a topic sentence. Underline the details that go along with it."

S.I. Winter storms bring heavy snow and cold air to Montreal.

A) Toronto is nice
B) The streets are sometimes blocked with snow.
C) The birds build nests in spring.
D) Cold air helps make good skating rinks.
E) Montreal often has a white Christmas.
F) Skiers love this because they like the snow.
G) Hot dogs are fun to eat.

CREATIVE WRITING #8

Objective 8. Given a topic sentence for a paragraph, the student will compose his own details to support the topic sentence.

C.I. "Here is a topic sentence. Use it to compose your own paragraph."

S.I. We learn a lot from television.

CREATIVE WRITING #9

Objective 9.	Given a passage with indenting from a reader, the learner will identify the indenting.
C.I.	"Show me the indenting on this page."
S.I.	Any suitable page from an appropriate reader.

CREATIVE WRITING #10

Objective 10. Given a passage containing 3 paragraphs (each containing 3 sentences), the learner will point to the indentation which is required to start a new paragraph.

C.I. "Here is a story without any indenting. Show me where it should be indented."

S.I. *Summer is a season of rest. The trees and plants grow tall. But, sometimes large clouds build up in the sky. *A thunder storm is heading your way when the sky gets coal black. Dust flies as the wind gusts. Birds dance to and fro with the drops of rain starting. *All of a sudden sheets of rain fall everywhere. Sometimes, hail falls. Early in the morning or late in the afternoon a rainbow may appear after the storm.

Answer: *

CREATIVE WRITING #11

Objective 11. Given a passage containing 3 paragraphs, the learner will re-arrange the contents to form 3 paragraphs, by indenting as required.

C.I. "Here is a story with three main ideas. Each paragraph must be indented. Recopy and indent properly."

S.I.

THE HALLOWE'EN PARTY

So down to the gate at the road she danced.
There on a fence sat a little white cat.
"Please, old woman, will I do for your party?"
asked the little white cat.
"Im sorry , but you won't do for a Hallowe'en
party," said the old, old woman. "You are
white. A cat has to be black for a Hallowe'en
party."
Back into the house danced the old woman in the
tall, tall hat. Into the house flew the little
brown bat. Into the house rolled the fat,
yellow pumpkin.

CREATIVE WRITING #12

Objective 12.	Given a general topic, the learner will be able to write a unified paragraph with indenting, topic sentence, correct punctuation, **and** correct tense, using a minimum of three sentences.
C.I.	"Write a paragraph about your favorite sport , **using at least 3 sentences.**"
S.I.	Sport, Hobby, Music, etc...

CREATIVE WRITING #13

Objective 13.	Given an assertive sentence, the learner will recognize it as a statement.
C.I.	"Look at this sentence. What does it do?"
S.I.	The boy liked to play tennis with me.
Answer:	It tells me what the boy liked.

CREATIVE WRITING #14

Objective 14.	Given the request to write an assertive sentence, the learner will do so correctly.
C.I.	"Write a sentence telling me something about yourself."
S.I.	I like to eat oranges.

CREATIVE WRITING #15

Objective 15.	Given an interrogative sentence, the learner will identify it as a question.
C.I.	"Look at this sentence. What does it do?"
S.I.	Does the boy like to play tennis?
Answer:	It asks if the boy likes to play tennis.

CREATIVE WRITING #16

Objective 16.	Given the request to write an interrogative sentence, the learner will do so correctly.
C.I.	"Write a sentence asking me a question."
S.I.	What is your favorite fruit?

CREATIVE WRITING #17

Objective 17.	Given an exclamatory sentence, the learner will identify it as a sentence giving command or expressing strong emotion.
C.I.	"Look at this sentence. What does it do?"
S.I.	1) "Sit down!", said the judge. 2) What a funny joke!
Answer:	1) Gives a command 2) Shows strong emotion.

CREATIVE WRITING #18

Objective 18. Given the request to write an excamatory sentence, the learner will do so correctly.

C.I. "Write a sentence that gives a command."

S.I. Don't run across the street.

CREATIVE WRITING #19

Objective 19. Given a short paragraph, the student will construct a skeleton outline.

C.I. "Here is a short paragraph. Make an outline."

S.I. The Egyptians used picture writing on pyramids. They also used a brush to paint messages on papyrus. This helped them communicate and learn. Pictures of their daily lives on jars and dishes were carved as well.

Answer:

A) Egyptians, picture writing, pyramids

B) brush, paint messages, papyrus

C) learn

D) events carved on jars, dishes

CREATIVE WRITING #20

Objective 20. Given a skeleton outline, a student will compose a short paragraph in correct form.

C.I. "Here is an outline. Compose a short paragrph from it."

S.I.
A) Egyptians, picture writing, pyramids
B) Paper, reedy papyrus plant
C) Brush, paint messages on papyrus
D) Calendars, events carved on jars, dishes

Answers: The Egyptians used picture writing on pyramids. They used a paper made from a reed called papyrus. With a brush they painted messages on papyrus. They also carved pictures of their daily lives on jars and dishes.

CREATIVE WRITING #21

Objective 21. Given any written material, the student will read it and summarize the content by noting details.

C.I. "Read "Talking Pictures" in Wings of Wonder p 91. Summarize it by making an outline.

S.I. Find supporting details for the following:

1) The problem of leaving written messages:

A.
B.
C.

2) Early forms of written messages.

A.
B.
C.

3) Picture writing that still exists today.

A.
B.
C.

POETRY #1

Objective 1. Given a poem, the learner will identify the mood conveyed from a given list.

C.I. "Read the poem. Then choose the best word from the list that tells about the feelings the author talked about."

S.I.

GRIZZLY

If you ever, ever, ever meet
a
Grizzly
Bear
You must, never, never, never ask where
He is going,
Or what he is doing,
For if you ever, ever, dare
To stop a grizzly bear,
You will never meet another grizzly bear.

A) Nonsense B) Angry C) Happy

Answer: A.

POETRY #2

Objective 2. Given a poem and three possible titles, the learner will choose the appropropriate title.

C.I. "Read the poem and choose the best title from the list of three."

S.I.

My friend the fire ghost Fari
Lives in the mountain free.
He is a merry Fari
Can you see?

His fingers are growing
His hair is blowing
He is a wild Fari
Can you see?

He eats the wood
It tastes so good
He is a special Fari
Can you see?

A) Water B) Fire C) Rocks

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POETRY #3

Objective 3. Given a poem, story, or book the student **with which he is** familiar with, the student will be able to identify the author's purpose in writing the work as mainly for 1) information, 2) entertainment or, 3) persuasion.

C.I. "In the book Alice in Wonderland why did the author write the book? Choose an answer from the list below."

S.I. 1) Information 2) entertainment 3) persuasion

"You may wish to choose a small poem from the above like "The Walrus and the Carpenter."

Answer: (2)

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 1. Given a set of scrambled letters, the learner will arrange them in alphabetical order.

C.I. "Here are some lower-case letters. Please arrange them in alphabetical order."

T.I. Teacher will use lower-case letters cut out from cardboard, meat trays, etc. Use the complete alphabet.
No time limit.

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 2. Given a sheet on which groups of letters are printed, the learner will print each group of letters in alphabetical order.

C.I. "Here is a sheet of paper on which groups of letters are printed. Please take one group at a time and arrange the letters in alphabetical order."

S.I.

1. w, v, t, z, y, u, x
2. g, l, n. p, o, m, s, r, t
3. f, j, d, a, c, g, h, b, k, e, i

Answers:

1. t, u, v, w, x, y, z
2. g, l, m, n, o, p, q, r, s, t
3. a, b, c, d, e, f, g, h, i, j, k,

RESEARCH SKILLS 1
Alphabetizing and Dictionary Skills

Objective 3. Given a list of more than eight words all beginning with different letters, the student will arrange them in alphabetical order.

C.I. "Here is a list of ten words. Print them in alphabetical order."

S.I.

tree
dog
friend
house
leaf
sand
never
mat
cat
apple
block
easy

Answer:

apple
block
cat
dog
easy
friend
house
leaf
mat
never
sand
tree

RESEARCH SKILLS I
Alphabetizing & Dictionary Skills

Objective 4. Given a list of more than eight words beginning with the same letter, the learner will arrange them in alphabetical order.

C.I. "Here is a list of words that begin with the same letter. Print the words in alphabetical order."

S.I.

made
mat
mast
mother
market
met
mint
mud
mad
meant

Answer:

mad
made
market
mast
mat
met
meant
mint
mother
mud

RESEARCH SKILLS I

Alphabetizing and Dictionary Skills

Objective 5. Given a dictionary, the learner will locate, give guide words, and page numbers for any ten words.

C.I. "Here is a list of 10 words. Use the dictionary to find these words. Write down the guide words for each word and the page number on which you found it."

S.I.

oven
paddle
sudden
thimble
browse
confuse
fetch
rib
whisker
zombie

RESEARCH SKILLS I
Alphabetizing & Dictionary Skills

Objective 6. Given a dictionary, the learner will demonstrate his ability to use it by answering questions on the information it contains and/or showing evidence of correct usage, i.e., guide words, definition, pronunciation, syllabication, multi-meaning words, grammatical abbreviations, parts of speech (see objectives on Parts of Speech).

C.I. "Use the word 'beautiful'. Take the dictionary and use it to help you to find the guide words for this word, the definition of it, how it is pronounced, how many syllables it contains, and to find a synonym for it. Also, find the parts of the dictionary that show grammatical abbreviations, and parts of speech."

T.I. This is an entrance objective or terminal behaviour for the teacher to observe.

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 6.	Given a word to look up in the dictionary, the learner will name the first two letters in the word, tell what part of the dictionary it is in (first part, middle part, last part) and find it, writing down the page on which he found it.
C.I.	"Take the dictionary and look up the word 'metre'. What part of the dictionary was it in? Write down that page number."
S.I.	ark metre wheel

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 7. The learner will demonstrate his ability to locate dictionary guide words by looking up given words and listing the two guide words for each.

C.I. "Here is a list of 4 words. Look them up in the dictionary. Write down each word and put the 2 guide words next to it."

S.I.

Word	Guide Words
ocean	occupy, of
every	evergreen, example
froth	frostbite, furnish
pail	pagoda, pancake

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 8. The learner will demonstrate his ability to use dictionary guide words by choosing from a given list of words only those words that would be contained between two given guide words.

C.I. "2 guide words are written on this paper as well as a list of words. Which of the words in the list could fall between two given guide words."

S.I. Guide Words: list ... long

leave
lock
log
lumber
live

leaf
local
look
loan
low

Answer: Underlined as above.

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective **9.** The learner will define any given list of words, using his dictionary as reference.

C.I. "Here is a list of 3 words. Take the dictionary and find the definition for each word. Write down the definition."

S.I. acid pillar sphere

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 10. Given a multi-meaning word in context, the learner will look the word up in the dictionary and write down the correct meaning.

C.I. "Here is a short story. There are some words in it that have more than 1 meaning. These words are underlined. Take the dictionary, and look up each word. Choose the meaning that fits the story. Write down each of the meanings."

S.I. I took my paddle into the canoe and I sat on the firm bottom. But, the thin boat tipped over into the water with a splash. You should never step into a canoe from the end.

Answers:

paddle - a short oar
firm - steady
thin - narrow
tipped - upset
water - lake, or river
step - climb into
end - the rear part

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective **11.** Referring to his dictionary, the learner will divide the words in any given list into syllables.

C.I. "Here is a list of 5 words. Some have 1 syllable and others have more than 1 syllable. Take the dictionary and use it to help you to divide each of these words into syllables. Write the words and mark the syllables."

S.I. buzz, pilot, zipper, candy, animal

Answer: buzz, pi/lot, zip/per, can/dy, an/i/mal

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 12. Given a dictionary and any list of words, the learner will use the pronunciation key at the beginning of his dictionary or at the bottom of each dictionary page to guide him in pronouncing the words correctly.

C.I. "Here is a list of 5 words. Take the dictionary and use the pronunciation key at the beginning or at the bottom of each page to help you to pronounce these words correctly."

S.I. frog, queen, flavour, judge, fright

RESEARCH SKILLS I
Alphabetizing and Dictionary Skills

Objective 13. The learner will demonstrate his ability to use accent marks as an aid to pronunciation by correctly marking and pronouncing a list of unfamiliar words, using the dictionary keys.

C.I. "Here is a list of 5 words that are new to you. Take the dictionary and use the pronunciation key to help you to pronounce these words. Write the words, using the correct pronunciation marks as shown in the dictionary key."

S.I. reside, pew, herb, hilt, crescent

RESEARCH SKILLS II
Using the Encyclopedia

Objective 1. Given an encyclopedia, the learner will locate, give volume numbers for, and give page numbers for any given one word topic.

C.I. "Look up the topic 'glass' in the encyclopedia. Write down the number of the volume in which you found it and the page numbers that were used for this topic."

S.I. Topics - glass
confederation
prairies
Elizabeth Montgomery

RESEARCH SKILLS II
Using the Encyclopedia

Objective 2.	Given a set of encyclopedias and a list of topics, the learner will locate each topic in the encyclopedia by using the alphabetical listing on the cover. He will write down both this listing and the volume number.
C.I.	"Here is a list of topics. Take the encyclopedia and use the alphabetical listing on the cover to find these topics. Write down the listing and the volume number for each topic."
S.I.	Topics - glass confederation prairies Elizabeth Montgomery

RESEARCH SKILLS II
Using the Encyclopedia

Objective 3.	Given an encyclopedia, the learner will locate specific topics by using the encyclopedia index.
C.I.	"Use the encyclopedia to find the following topics by using the index: 1) glass 2) confederation 3) prairies 4) Elizabeth Montgomery "
Answer:	Will vary according to encyclopedia used.

RESEARCH SKILLS II
Using the Encyclopedia

Objective 4. Given any topic, the learner will demonstrate his ability to locate specific information in the encyclopedia by looking up the selection on that topic and answering specific questions about the contents of that selection.

C.I. "Look up the topic 'glass' in the encyclopedia then answer these questions:

1. What is the basic material in glass?
2. What is glass blowing?
3. What is crystal? "

Answers:

1. Sand
2. Heat glass and blow air into it to form shapes.
3. Fine glass

Other Topics:
confederation
prairies
Elizabeth Montgomery

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 1. Given any book, the learner will demonstrate his ability to use information contained in the table of contents, title page, index, glossaries, chapter heading, etc., of that book by answering questions on the information contained in these sections or showing other evidence of correct usage.

C.I. "Use With Skies and Wings and find the following information:

1) title page
2) table of contents
3) chapter heading
4) index
5) glossary "

T.I. (Reader is part of Ginn 360 at a 3' level).

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 2. Given a book with a title page or a reproduction of a title page, the learner will locate that page and answer questions on the information it provides.

C.I. "Take your library book. Tell me the title of it, the author, the illustrator, the publisher, the place of publication, and the date of publication."

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 3. Given a book containing a table of contents, the learner will use this information to answer questions on the contents of the book.

C.I. "Take your reader. Use the table of contents to find the answers to these questions:

Which is the longest story?
Which story is sad?
Which author wrote ....?
Name the first and last stories. "

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 4. Given a book with a table of contents or a reproduction of a table of contents, the learner will name the chapter(s) in which a given topic(s) is most likely to be found.

C.I. "Use the table of contents in New Directions 3;

Answer these questions:

1. Where do you find information on how to use the dictionary?
2. How many pages long is Chapter One?
3. Where do you find out **how** to make spoken book reports?
4. Where do you find the meaning of prefix?
5. Which is the first page that tells about nouns? "

Answers:

1. page 189 - 191
2. 16 pages
3. page 194
4. page 130, 133, 135, 144
5. page 25

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 5. Given a book with a topic or subject index or a reproduction of such an index, the learner will use that index to locate the page numbers on which any given topic or subject would be mentioned.

C.I. "Take the 'New Directions in English' and write down the numbers of the pages which will give you information on 'index'."

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective **6.** Given a book with a glossary, or a reproduction of a glossary, the student will look up and write down the definitions for any given list of words.

C.I. "This book has a glossary. Take this list of words, look up the definition for each word in the glossary and write it down."

RESEARCH SKILLS III
Reference Material Contained in any Book

Objective 7. Given any book with a bibliography or a reproduction of a bibliography, the learner will demonstrate his ability to use the bibliography by answering questions about its location and contents.

C.I. "Take a Life-Science Book. Show me the bibliography and tell me what it is.

RESEARCH SKILLS III

Reference Material Contained in any Book

Objective 8. The learner will demonstrate ability to use chapter headings to locate information by locating given items and listing the chapter headings which they used.

C.I. "Take your library book. Find the page with the chapter headings in the Table of Contents. Read the chapter headings. Name a character in your book. Tell me what the book could be about. **On which page is the last chapter?"**

S.I. Use a fiction book at the learner's level: i.e. Scholastic Books etc.

RESEARCH SKILLS III
Reference Material Found in Any Book

Objective 9. Given a topic and several book titles, the learner will identify the ones most likely to cover the topic and will identify key words in the titles which led him to his selection.

C.I. "Here are 4 book titles and 1 topic. Choose the book titles you think would most likely cover the topic. Which words in the titles made you choose them?"

S.I. Topic - Swimming

Titles - Bert gets Wet
Bert Learns to Ski
Bert Wins his Red Cross Badge
Bert's Canoe Trip

RESEARCH SKILLS IV
Using the telephone Directory

Objective 1. Given a telephone directory, or a reproduction of a section from it, the learner will locate specific information within it.

C.I. "Use a telephone directory to locate the following information:

1. Find a friend's phone number.
2. Find the fire department phone number.
3. Find the police department phone number.
4. Find your dentist's phone number. Where does he work?
5. Find the addresses of the first and last persons in the telephone book.
6. How do you dial long distance?
7. How do you dial for the operator?
8. How do you dial for 'information'? "

RESEARCH SKILLS IV
Using the Telephone Directory

Objective 2. Given a sample portion from a telephone directory page, the learner will answer questions on the information it contains.

C.I. "Here is a sample portion from a telephone directory page. Read it and answer the questions below it.

Hendon, Fred, 123 Gene	223-9520
Henson's Autos, 805 South	421-6718
Herbert, Phil, M.D., 421 2nd	217-5046
Hershey, Mrs. Mary, 12 Edward	321-4133

a) Write down a doctor's phone number.
b) Give the address of a place that sells cars.
c) What is Mrs. Hershey's phone number? "

Answers:

a) 217-5046
b) 805 South
c) 321-4133

RESEARCH SKILLS IV
Using the Telephone Directory

Objective 3. Given a telephone directory the learner will locate and state the emergency numbers contained therein.

C.I. "Use this telephone directory to find these emergency numbers and list them:

1. fire department
2. police department
3. hospital (Lakeshore General) "

RESEARCH SKILLS V
Using a Thesaurus

Objective 1. Using a thesaurus, the learner will find three synonyms for any given word.

C.I. "Take the thesaurus and find 3 synonyms for these words:

demand beauty silence

Write down the 3 synonyms for each word.

Answer:

Word	Synonyms
demand	requirement, ultimatum, call for
beauty	prettiness, attractiveness, loveliness
silence	stillness, peace, noiselessness

RESEARCH SKILLS VI
Using Mass Media

Objective 1. Given a self-chosen topic, the learner will be able to name one T.V. program that might be able to provide information on that topic.

C.I. "Choose a topic like a hobby or sport and name a T.V. program that might give us information about your topic."

S.I. Topic: Hockey

T.V. Programs: Howie Meeker's Hockey School

Hockey Night in Canada

News - Sports

RESEARCH SKILLS VI
Using Mass Media

Objective **2.** **Using** a self-chosen topic, the learner will name a T.V. program that provided information on that topic. He will list that information.

C.I. "Think about your favorite sport. Name a T.V. program that tells **about** your favorite sport. Make a list **of** the things the T.V. program talks about."

S.I. Topic: Hockey

Program: Hockey Night in Canada

List:
1) play-by-play of the game
2) rules of the game
3) interviews with athletes
4) Peter Puck films
5) Howie Meeker commentator
6) play-offs
7) penalties
8) Stanley Cup
9) referees
10) coaches
11) offside
12) blue line, red line
13) goal crease
14) defense
15) forwards
16) equipment

To facilitate duplication, this booklet contains:

the teacher's record sheet

the student's record sheet

the report to parents

learner input

teacher input

inventory

RECORD

OBJECTIVES

☐

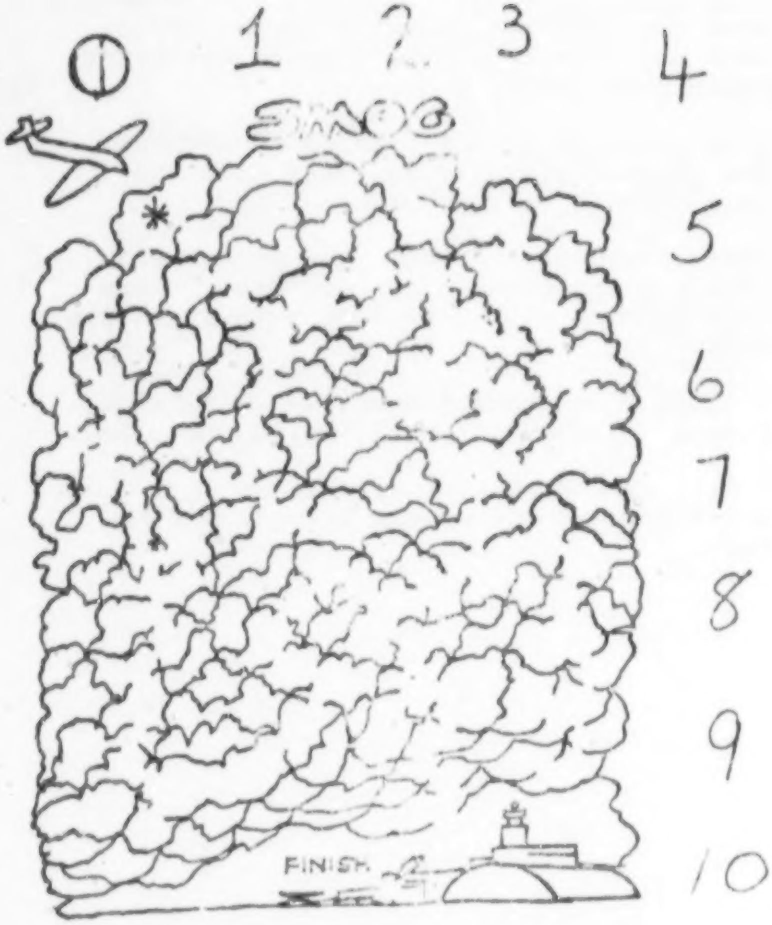
STUDENT

540

①

Name

Auditory Disc.


①
1
2
3
4
SMOG
5
6
7
8
9
10
FINISH

This plane is about to fly into thick smog.
Can you guide the pilot in to land?

1) **Part 1:** Close your eyes and listen.
Listen to the sounds in this room.
Tell me what you heard.

Part 2: Close your eyes and listen.
Listen to the sounds that are outside this room.
Tell me what you heard.

2) I am going to make some kind of a sound. Close your eyes and listen then tell me what the sound was.

3) I am going to make 2 different sounds. Listen carefully and then tell me what you heard.

4) I am going to make 2 sounds. Listen carefully and tell me what you heard.

5) I am going to make 4 sounds one of which is a bell ringing. Listen carefully. When you hear the bell ring, raise your hand.

6) I am going to make 4 sounds. 3 of them are much the same but one will be different. When you hear the sound that is different, raise your hand.

7) I am going to make a pattern on my drum. You listen carefully and then make the same pattern on your drum.

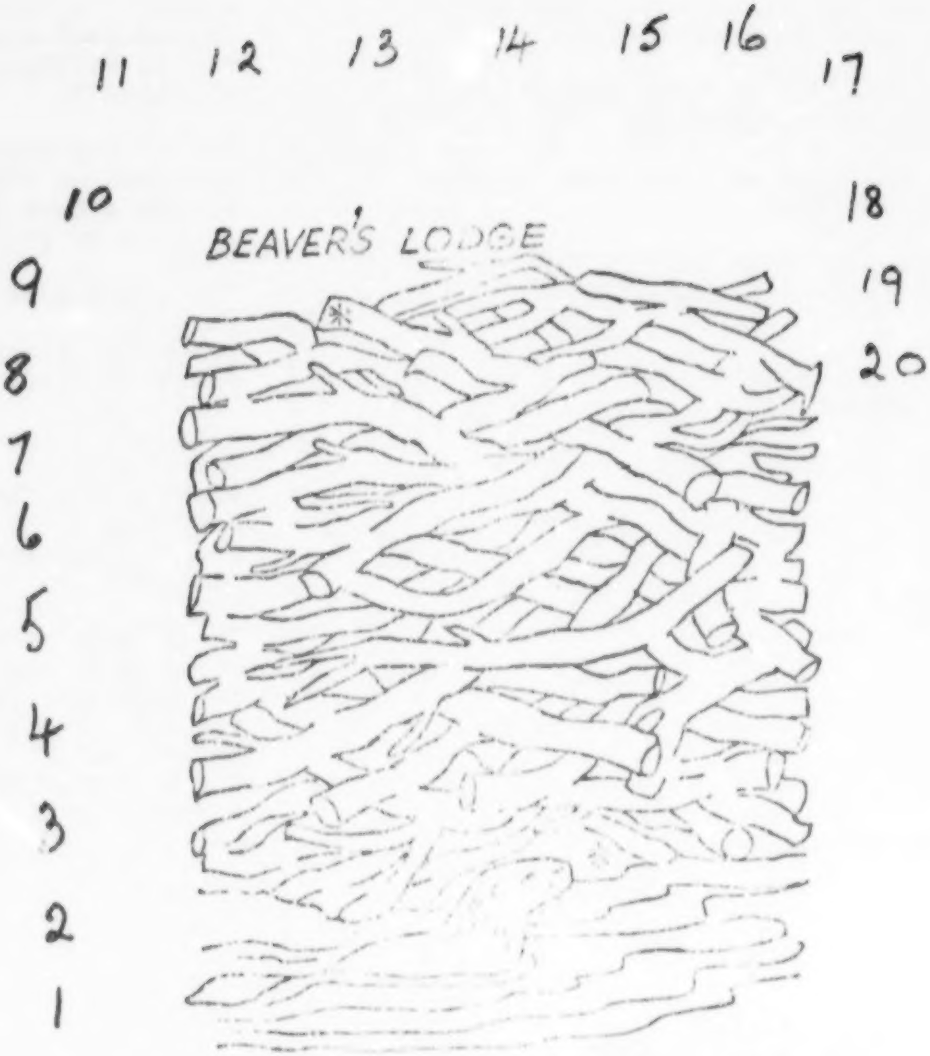
8) Both of you have drums. One of you will make a sound pattern on your drum. Then your partner will copy that pattern on his drum.

9) I am going to make 4 sounds. Every time I make a different sound, raise your hand.

10) I will read a list of words, two at a time. Raise your hand when the 2 words are the same.

____
Name

BODY AWARENESS


11
12
13
14
15
16
17
10
18
BEAVER'S LODGE
9
19
8
20
7
6
5
4
3
2
1

Help the [illegible] to the top of the lodge.

1. "Touch your head."
"Move your feet."
"Touch your knee."
"Shake your hands."

2. Teacher points to a specific part of the child's body and asks -
"What part of your body is that?"

3. "Here are the pieces of a puppet. Put the parts together so that he looks like a real puppet. When you have finished, tell me the names for the different parts of his body."

4. "Raise your left hand. Put your left hand on your head."

5. "Raise your right hand. Put your right hand on your head."

6. "Put one hand on your knee.
"Which hand is that?"

7. "Put one hand on your head. Which hand is that?"

8. "Shake your left foot."
"Lift your left foot."

9) "Lift your right foot."
"Shake your right foot."

10) "Lift one foot. Which foot is that?"

11) "Lift one foot. Which foot is that?"

12) "Touch the right side of your body."

13) "Touch the left side of your body."

14) "Touch one side of your body. Which side is that."

15) "Touch one side of your body. Which side is that."

16) "Raise your left hand. Put it on your right knee."
"Raise your right hand. Put it on your left shoulder."

17) "Go to the table at the back of the room. Choose a game and take it back to your desk."

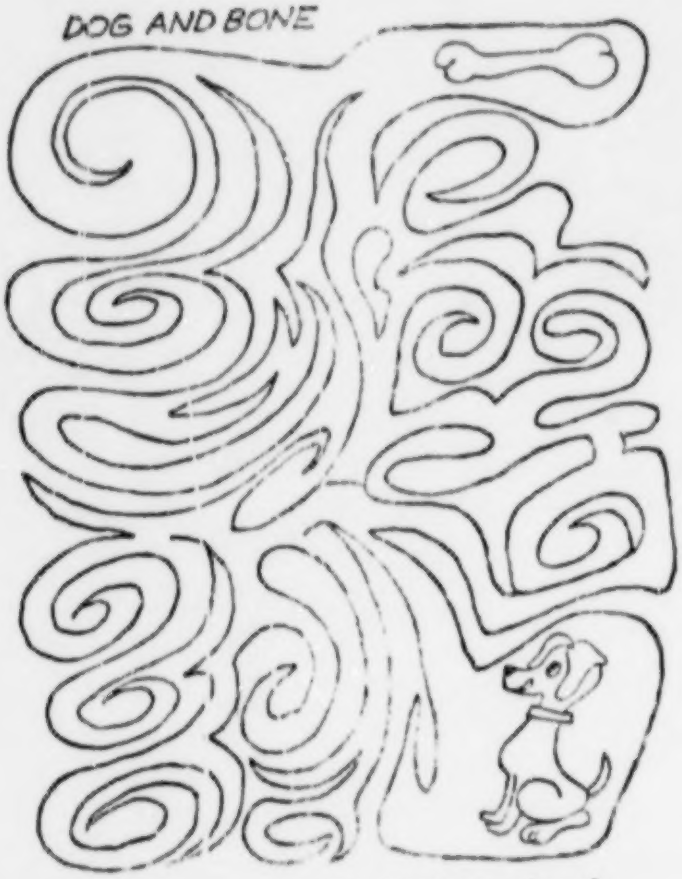
18) "Here are some plastic animals.
Touch the first one.
Touch the last one."

19) "Here is a row of pictures.
Pick up the first picture.
Pick up the last picture.

20) "Here is a page with a row of 5 pictures on it. Find the first picture. Put a pencil mark under it. Find the last picture. Put a pencil mark under it.

Spatial Relationships

1 2 3 4 5 6 7 8 9 10



DOG AND BONE

Can you help the little dog find his bone?

1) "Get in the box."

2) "Sit on the chair."

3) "Stand beside the box."

4) "Sit under the table."

5) "Stand between these 2 chairs."

6) "Put the book on the table."

7) "Put the marble in the box."

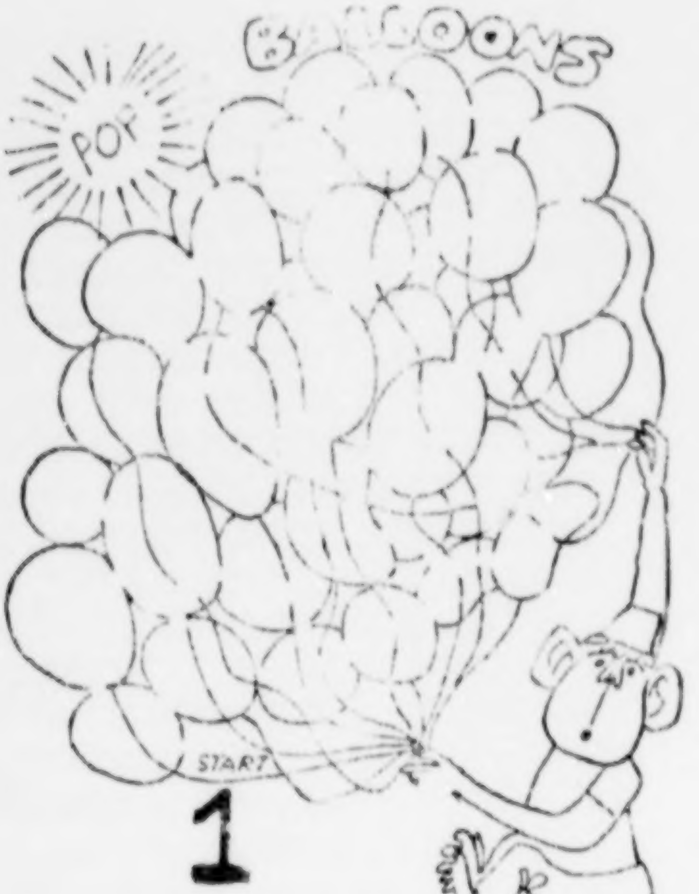
8) "Put the book beside the box."

9) "Put the book under the table."

10) "Put the box between these 2 chairs."

Name

Visual Recall


BALLOONS
POP
START
1

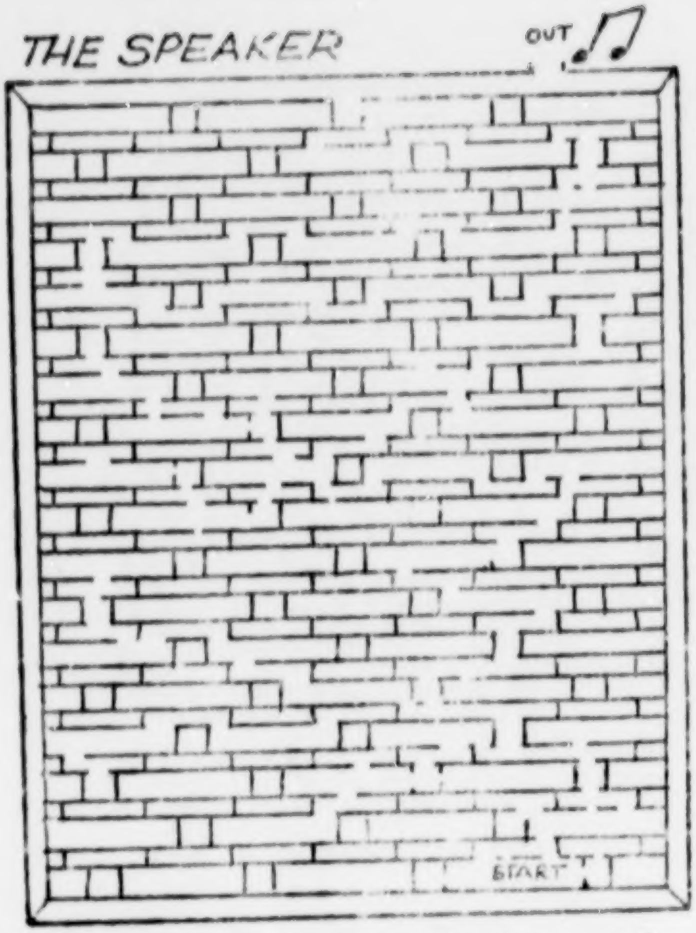
See how quickly you can reach the burst balloon

1) "Here is a drawing that you must copy from memory. I'll show it to you. You'll look at it for 1 minute then I'll turn the card over and you will draw the picture as you remember it."

NAME

Expressive Language

THE SPEAKER



1
2
3
4
5
6
7
8
9
10

Try to find the path which will lead you out of this maze.

1) Describe your favorite toy for me. Tell me its shape, color, size, [illegible]

2) Choose a room you are familiar with and describe all the things that can be found in it.

3) Describe what happened from beginning to end in Little Red Riding Hood.

4) Look at the picture. Describe the building it shows.

5) Here is a toy. Make up a story about the toy and tell it to me.

6) Here is a picture. I want you to make up a story and tell it to me.

7) Here is a picture. Write a story about the picture.

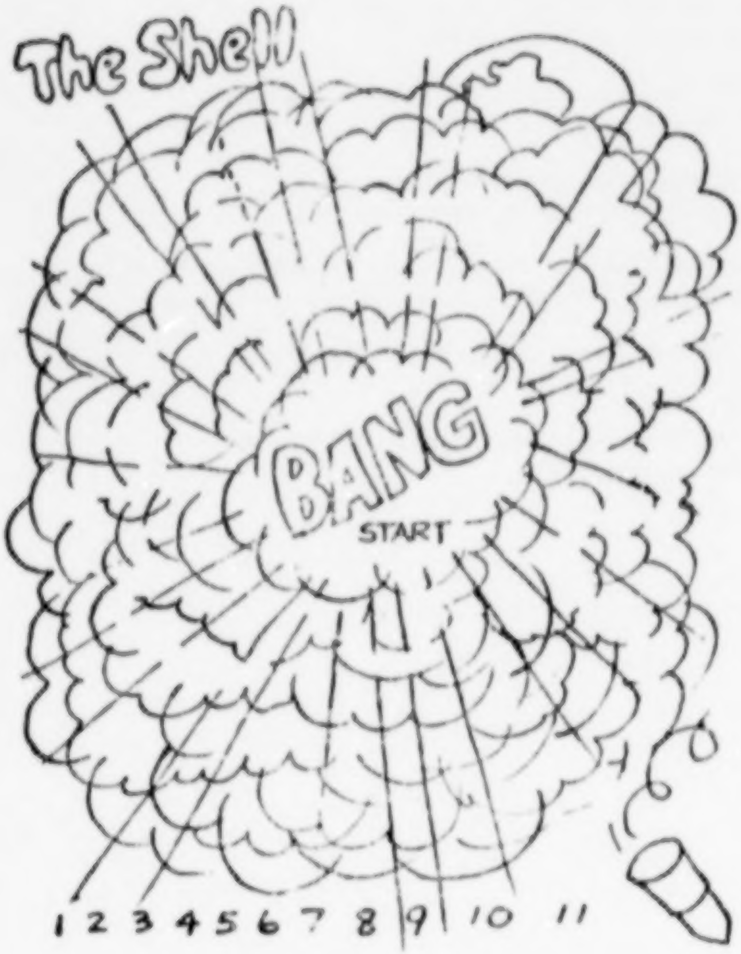
8) Listen to the story. Give me another possible ending.

9) Listen to the story. I shan't read the ending. You make it up with clues from the story.

10) One way of getting information for your project is to telephone a company and ask them to send information about their product. Make up a conversation for the telephone. Introduce yourself. Ask for the P.R. Dept. Tell why you phoned. Ask politely if the company could help you by sending pamphlets or brochures to your school. Thank them and say good-bye.

NAME

RHYMING


The Shell
BANG
START
1 2 3 4 5 6 7 8 9 10 11

Can you follow the shell?

1) Say a nursery rhyme you know.

2) Listen to the rhyme. Tell me the words that have the same sound.

3) I am going to point to three pictures. Name them and tell me the two that has the rhyming sound.

4) I will read a rhyme to you but leave out the words that rhyme. See if you can think of the two rhyming words I leave out.

5) I will say a word. Listen and say another word that rhymes with my word.

6) Here are five words. Find a rhyming word for each and write it down.

7) I will read two different pairs of lines. Tell me which rhymes and which does not.

8) I will say some words. Listen to my last word, and make a rhyme to go with it.

9) I have written out five lines. You write a rhyming line to go with each line.

10) Make up two lines that rhyme. Then, read them out loud.

11) Make up two lines that rhyme. Write the rhyming lines out.

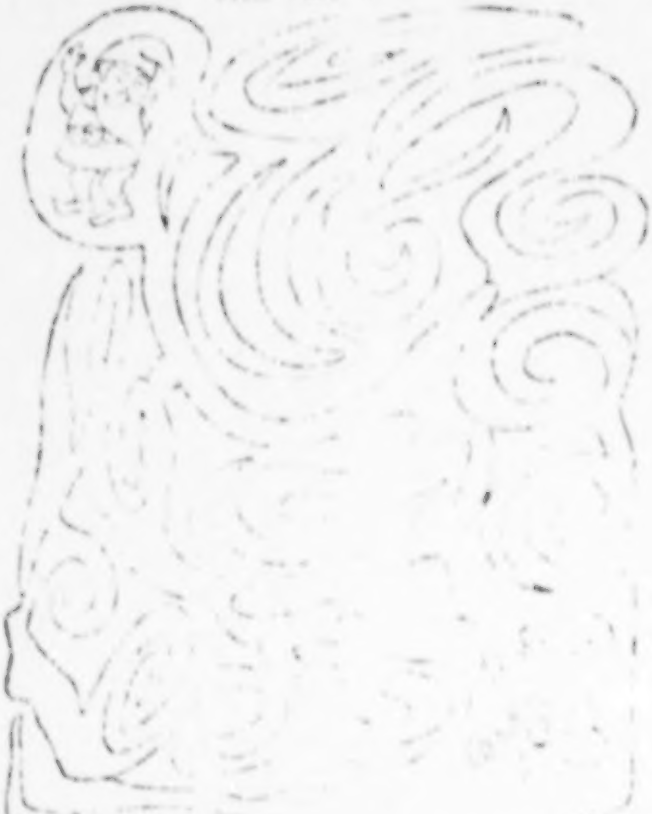
546

Name

Coding

2 3 4

THE [illegible]



1) "Here are 5 plastic animals and 1 picture to match each animal. Place the animals in a row and keep the pictures in front of you. I am going to close my eyes and you must take away 1 animal and hide it from me. How could you let me know which one you took without telling me?"

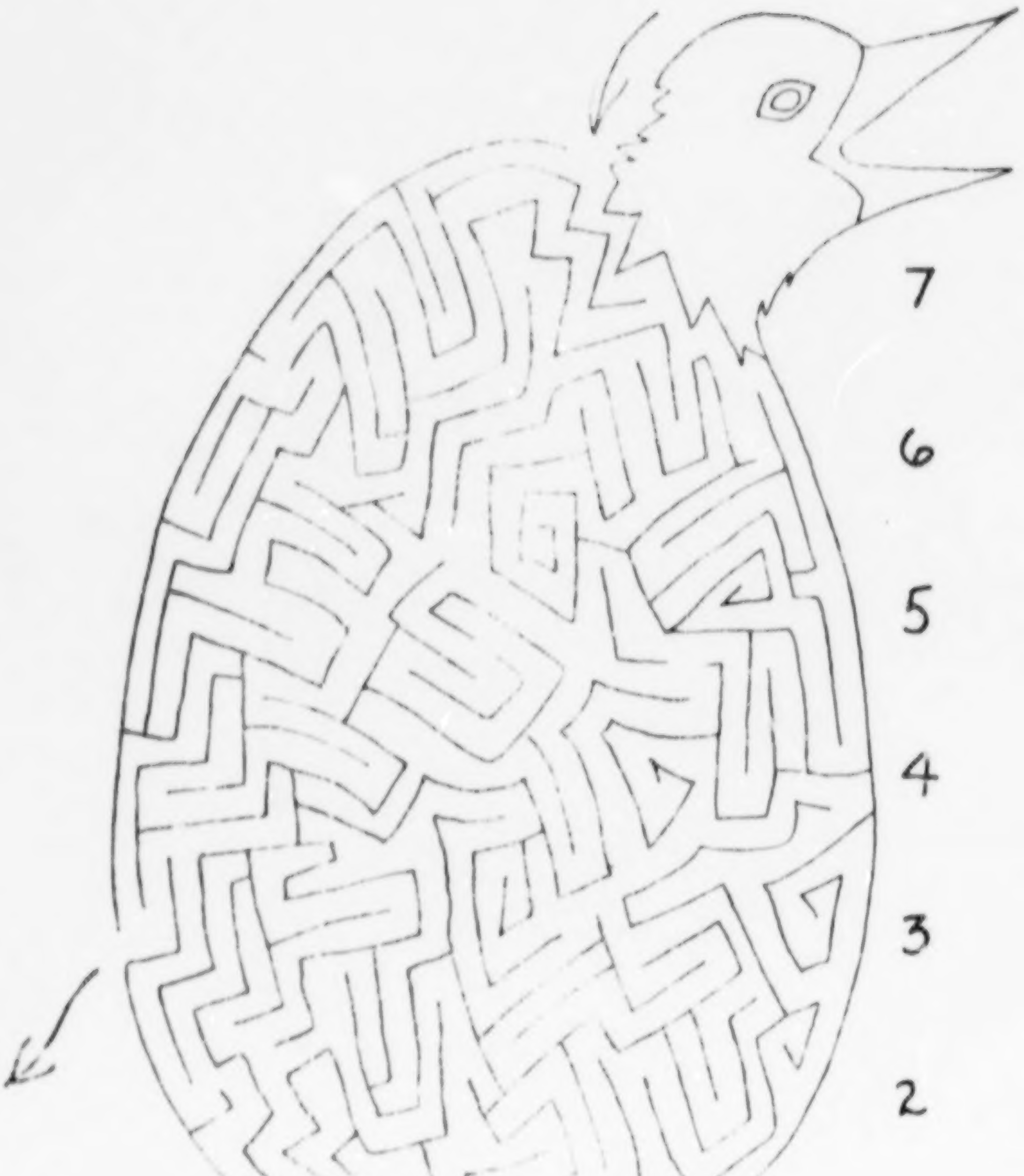
2) "Here are 4 shapes. Arrange them in a row. I am going to close my eyes and you must take away one shape and hide it. How could you let me know which shape you took without telling me? You can use the pencil and paper to help you."

3) "Here are 5 toys. Put them in a row. Mary will look at the toys and then leave the room. When she comes back the toys will be gone but she will still be able to know which toy was in each place. How could you do that? I have a pencil and paper to help you."

4) "Here is a story that uses some words and some pictures in place of words. You must write the story again putting in the word in place of the picture."

NAME

CATEGORIES



1) Here is a set of real fruits and vegetables. Put these into two sets, one of fruits only and one of vegetables.

2) Here is a set of real fruits, vegetables, food and clothing. Put these into two sets, one of food only and one of clothing.

3) Here are some pictures of fruit and vegetables. Sort these into two piles, one of fruit only and one of vegetables.

4) Here are some pictures of fruit, vegetables, food and clothing. Sort these into two piles, one of food only and one of clothing.

5) Here is a set of farm and wild animal models. Sort these into two sets, one of farm animals only and one of wild animals.

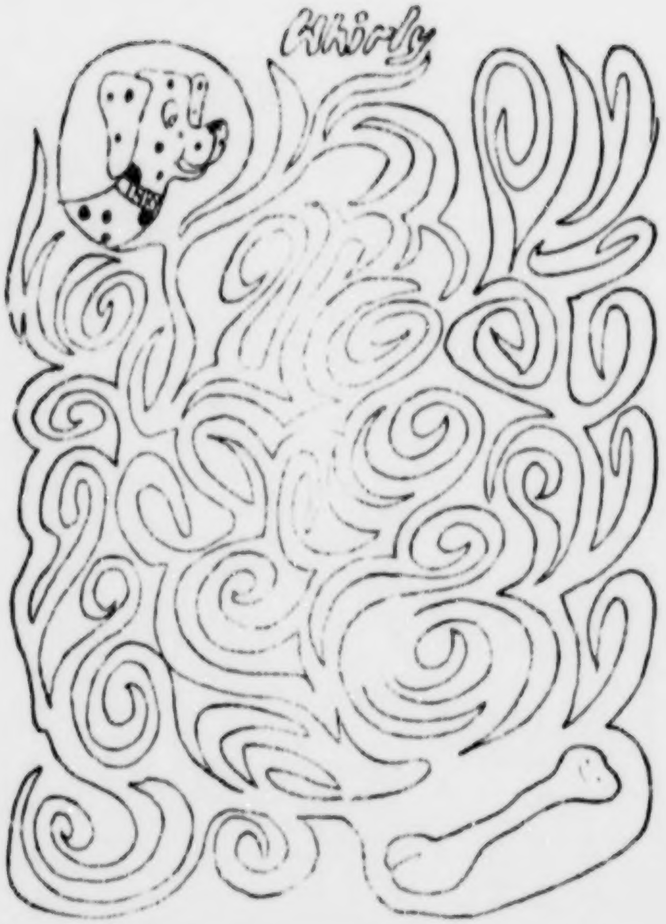
6) Here is a set of farm and wild animal pictures. Sort these into two sets, one of farm animals only and one of wild animals.

7) Here is a set of food, animals and clothing pictures. Sort these into three sets, one of food only, another of animals only, and one of clothing only.

☐

NAME

DETAILS



1

2

3

4

5

This little dog has lost his dinner. Can you help him find it!

1) Here are 3 model animals. I'm going to describe one. You choose the one I talked about.

2) Here are 3 pictures. I'm going to tell you about one of them and then you pick out the one I described."

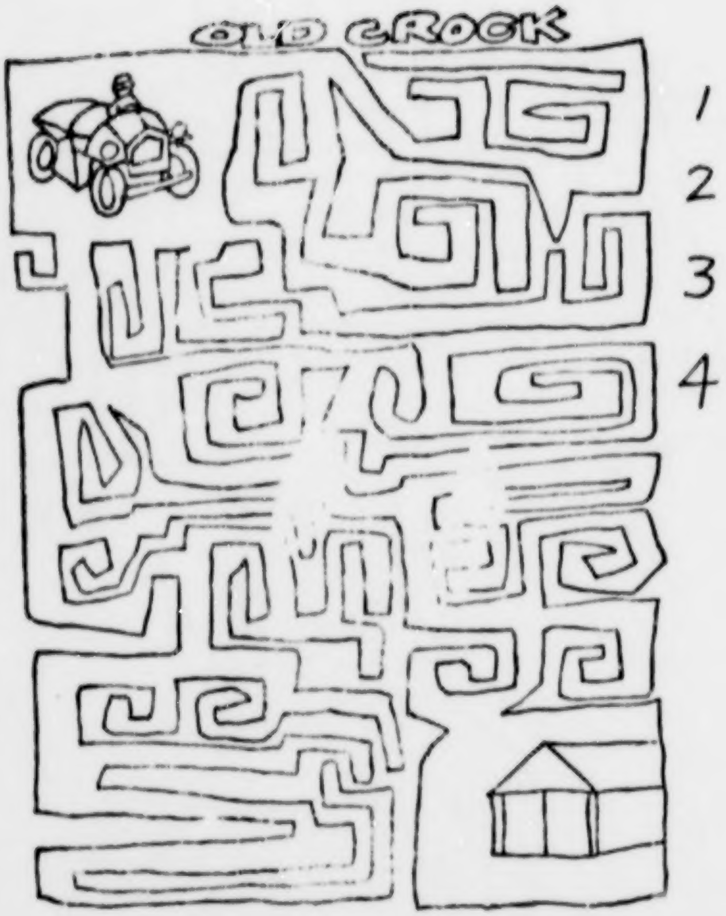
3) Look at this picture for a minute then I will take it away and you can tell me what you saw in the picture."

4) I'm going to tell you a story about 3 things. You listen carefully and then draw a picture of those 3 things.

5) Read this story. Then read each sentence and choose the word that goes with it so that it matches the story you read."

NAME

DIRECTIONS - ORAL


OLD CROOK
1
2
3
4

What is the quickest way to the garage?

1) Im going to tell you the way to do something.
Listen carefully and then tell me what I said.

2) Raise your hand.

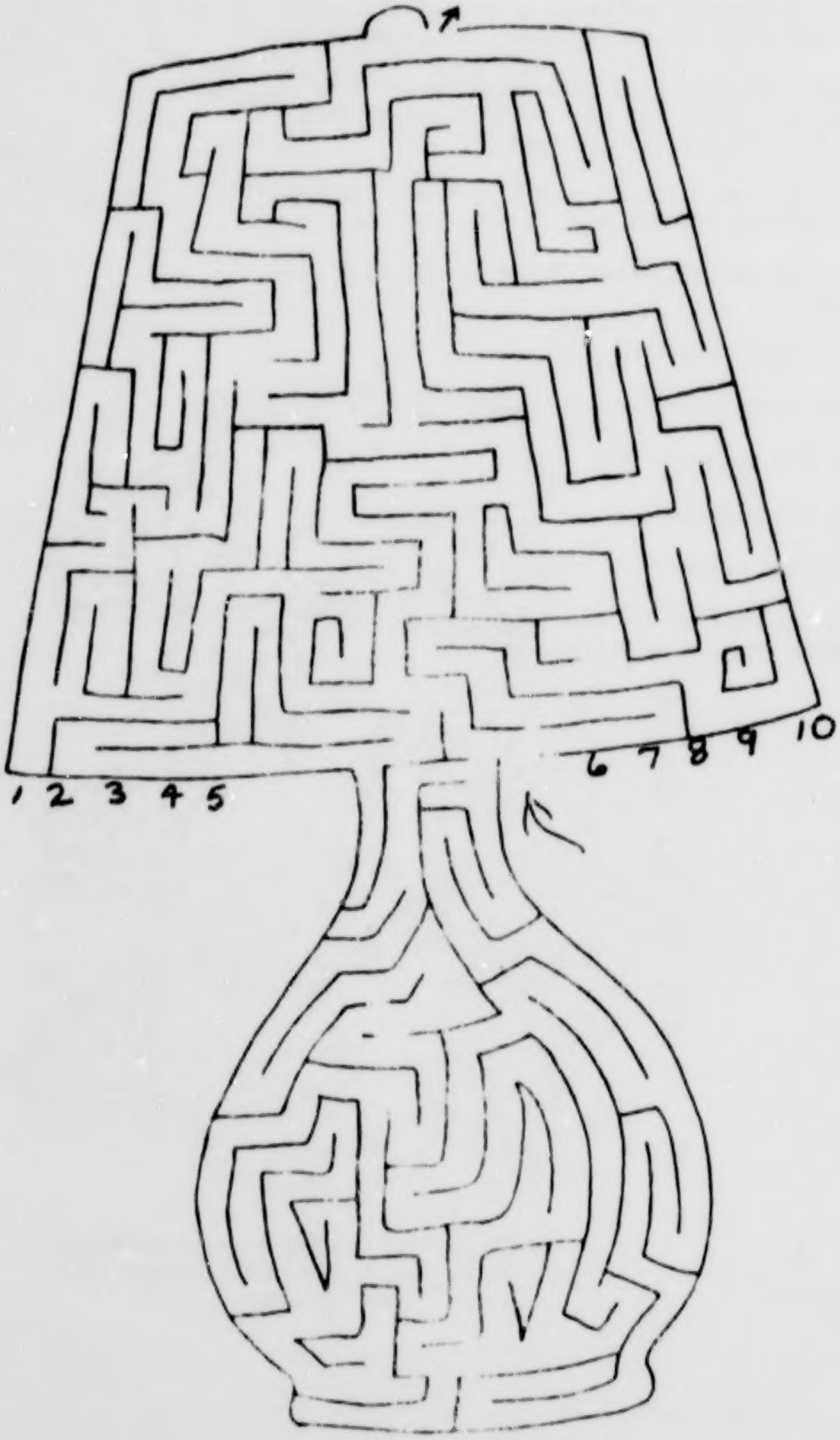
3) I'll tell you what to do and then you must
tell Mary to do the same thing...
Go to the door.

4) Pick up the book; take it to the table and
come back to me.
(2 mins.)

550. [•]

NAME ____________________

FINE MOTOR DEVELOPMENT


1 2 3 4 5
6 7 8 9 10

1) Use your pencil and trace around this stencil as carefully as you can, then cut it out.

2) Draw a straight line across your paper with a ruler. Your line must be at least as long as your new pencil or longer.

3) Here is a maze. Go through it without lifting your pencil off the page or touching the lines.

4) Here are three shapes. Trace around them on paper.

5) Print this letter on your page!

6) Print this letter on your page!

7) Copy the word you just read.

8) Copy this letter.

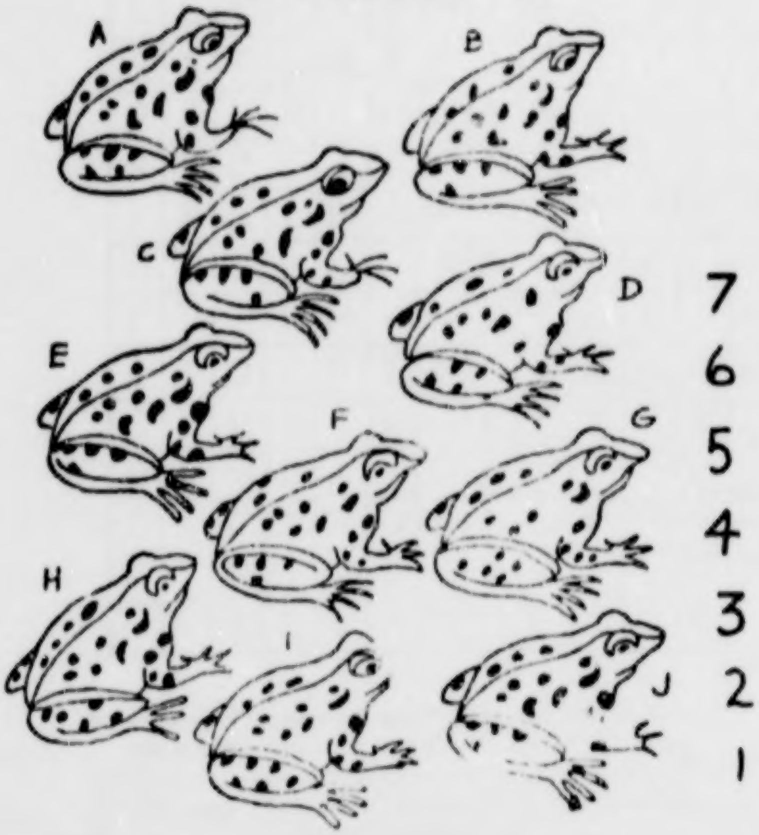
9) Copy this letter.

10) Read the word on the board. Copy the word on your page using cursive writing.

NAME

MATCHING

CROAKERS


A
B
C
D
E
F
G
H
I
J
7
6
5
4
3
2
1

You will have spots before your eyes when you have finished this one! Can you see two identical frogs?

1) Here are some shapes. Look through the shapes and find the ones that match the shape I placed on the table.

2) Here are some letters. Look through them and find the ones that match the letter I placed on the table.

3) Here are some numerals. Look through them and find the ones that match the numeral I placed on the table.

4) Here are some pictures that have been cut in half. Sort through them and find the 2 halves that match.

5) Here is a page showing one letter in the centre and lots of letters scattered around it. Look carefully and find a letter that matches the one in the middle and draw a line to it. Do this until you have found all the letters like that on the page.

6) Here is a word and here are some word cards. Look at the word cards and find one that matches the word on the chart.

7) Here are 4 words and 1 word in a box, draw a line under the words that are the same as the word in the box.

△

____
NAME

LETTER RECOGNITION

FLOWER TRAIL.

U	P	N	D	N	A	N	E	N	S	Y	V	13
C	D	A	E	O	N	O	P	A	L	O	I	14
R	E	T	L	I	E	M	L	E	E	T	B	15
A	I	T	N	R	A	C	L	B	E	U	L	16
D	S	U	A	O	N	N	K	S	A	E	R	17
N	Y	B	T	I	P	I	N	A	S	T	C	18
I	P	U	L	M	E	H	T	S	Y	R	H	19
U	L	I	P	U	H	R	G	L	I	O	L	20
T	E	S	P	M	T	U	M	A	D	L	I	21
D	I	O	Y	R	E	R	O	F	A	O	B	22
O	L	R	M	T	E	[illegible]	E	L	I	L	E	23
F	F	N	E	A	R	E	B	L	P	[illegible]	P	24
D	A	O	T	H	V	O	X	O	F	Y	P	
H	T	N	I	H	E	L	G	R	C	R	O	
H	Y	A	C	E	A	T	H	E	S	U	C	
S									F			

By moving through each letter in the puzzle once only, you should finish at "S", having spelt out the names of twenty-five flowers on the way. You may move in any direction except diagonally.

13. Choose the letter I say from your set.

14. Take each letter in your set. Show it to me and say its name.

15. Take each letter in your set. Show it to me and say its name.

16. Circle the letters on the list when I make their sound.

17. Circle the letters on the list when I say their name.

18. Circle the letters on the list when I make their sound.

19. Circle the letters on the list when I make their sound.

20. I'll name a letter. You make its sound.

21. Circle the vowel I say from your list.

22. Circle the vowel I say from your list.

23. Say the alphabet out loud.

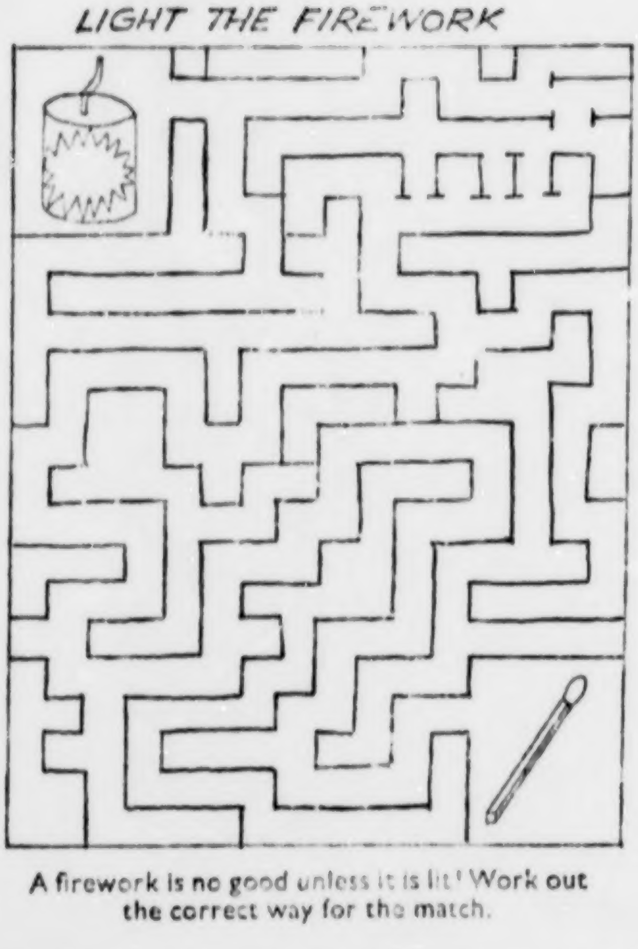
24. Print the alphabet.

A

PHONICS

Initial Consonants

2 3 4


LIGHT THE FIREWORK

A firework is no good unless it is lit! Work out the correct way for the match.

1. "Here are 5 toys. 4 of them have names that begin with the same sound. Show me those 4 toys. Tell me the name of the letter that goes with that sound."

2) "Here 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures. Tell me the name of the letter that goes with that sound."

3) "Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Put a circle around those 5 pictures. Tell me the name of the letter that goes with that sound."

4) "On this paper there is a picture and its name. The name has a space for the first letter. Say the name of the picture. Think about the sound at the beginning, then print the letter that goes with that sound in the space for it."

PHONICS

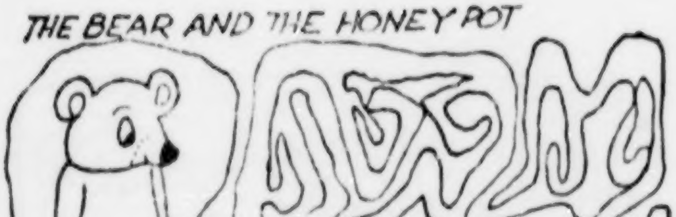
Initial Vowels

4

3

2

1


THE BEAR AND THE HONEY POT
HONEY

Bruno wants his honey, so you must lead him to it!

1) "Here are 5 toys. 4 of them have names that begin with the same sound. Show me those 4 toys. Tell me the name of the letter that goes with that sound."

2) "Here are 5 pictures. 4 of them have names that begin with the same sound. Show me those 4 pictures. Tell me the name of the letter that goes with that sound."

3) "Here is a page with 7 pictures on it. 5 of the pictures have names that begin with the same sound. Put a circle around those 5 pictures. Tell me the name of the letter that goes with that sound."

4) "On this page there is a picture and its name. The name has a space for the first letter. Say the name of the picture. Think about the sound at the beginning, then put the letter that goes with that sound in the space for it."

PHONICS

FINAL CONSONANTS

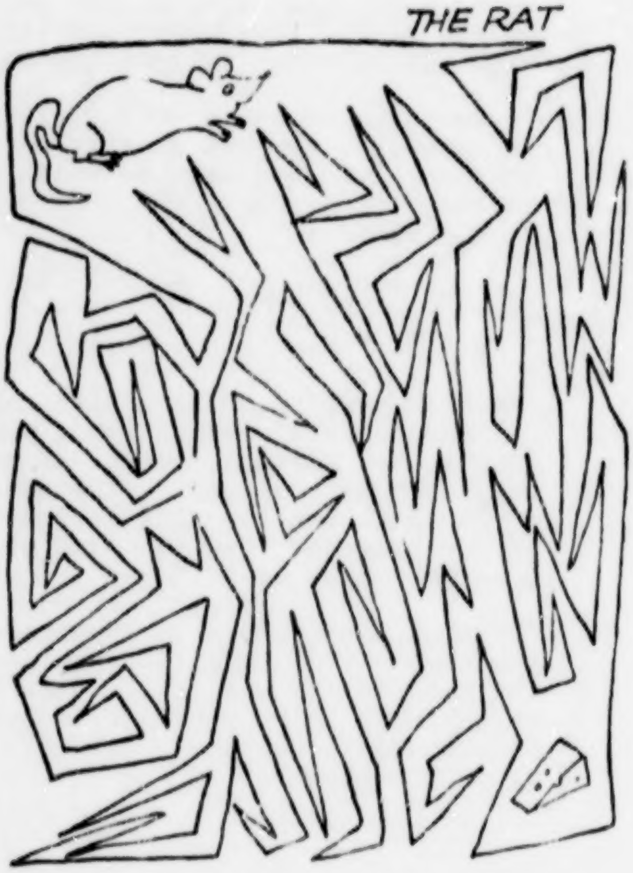
5 6 7 8

4

3

2

1



The rat wants his dinner. Can you help him find it?

1) "I am going to say a word. Listen carefully to the sound at the end then tell me the letter that goes with that sound."

2) "I am going to say a word. Listen carefully to the sound at the end of the word, then choose the letter that goes with that sound. Tell me the name of that letter."

3) "There are 3 separate letters on this apaper. I am going to say a word. Listen carefully to the sound at the end of that word then make a pencil line under the letter that goes with that sound. Tell me the name of that letter."

4) "Here is a picture and 3 letter cards. Say the name of the picture; think about the sound at the end of the name then choose the letter that goes with that sound. Tell me the name of that letter."

5) "On this page, there is a picture and 3 separate letters. Say the name of the picture; think about the sound at the end of the name then draw a pencil line under the letter that goes with that sound. Tell me the name of that letter."

6) "I am going to say a word. Listen carefully to the sound at the end of that word --- "bag". Remember it. Now tell me which of the words I am going to say have the same sound as "bag" at the end: -

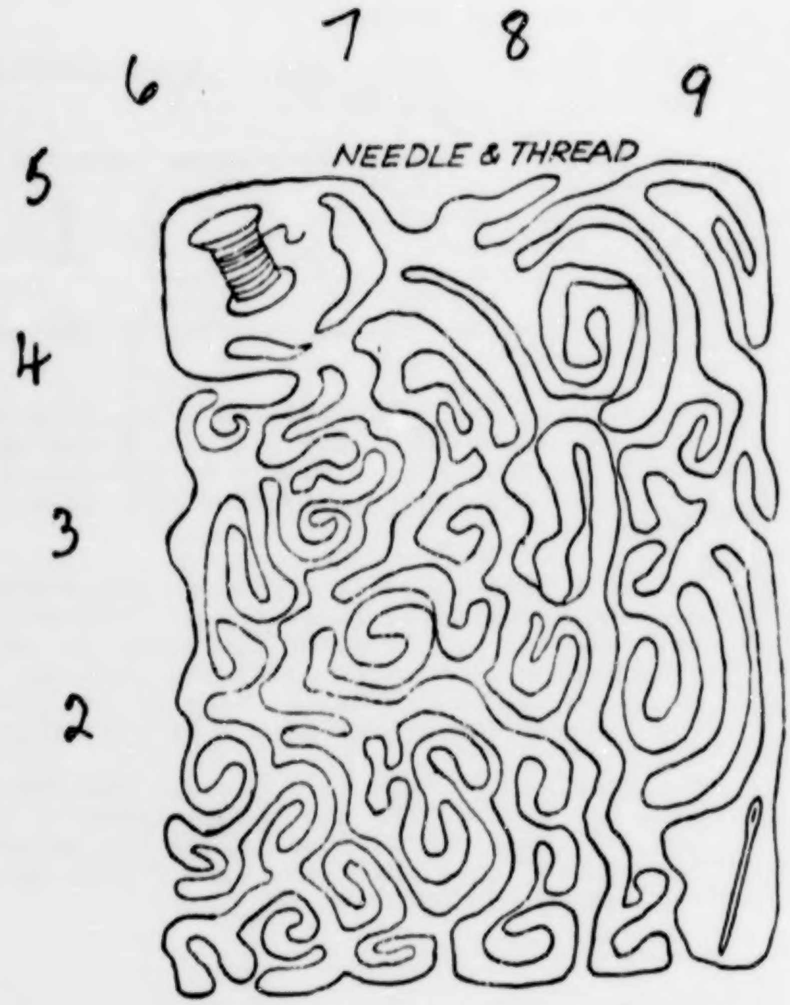
    1. wag
    2. way
    3. big
    4. tug

7) "On this page there is a picture and 4 words. The name of the picture isn't there. Say the name of the picture. Think of the sound at the end, then make a pencil line under each of the words that have the same ending sound as the name of the picture. Say the name of the letter that goes with that sound."

8) "On this paper there is a picture and its name. The name has a space for the last letter. Say the name of the picture. Think about the sound at the end, then print the letter that goes with that sound in the space for it. Say the name of that letter."

PHONICS

Medial Consonants


6
7
8
9
5
4
3
2
NEEDLE & THREAD

See how long it takes you to thread the needle—you will have to find a way through the maze first!

1) "I am going to say a word. Listen to the sound in the middle of the word then tell me the name of the letter that goes with that sound."

2) "I am going to say a word. Listen carefully to the sound in the middle of the word then choose the letter that goes with that sound. Tell me the name of it."

3) "Here is a paper with 3 letters on it. I am going to say a word. Listen carefully to the sound in the middle of the word then make a pencil line under the letter that goes with that sound. Tell me the name of that letter.

4) "Here is a picture and 3 letter cards. Say the name of the picture. Think about the sound you hear in the middle of the name then choose the letter that goes with that sound. Tell me the name of the letter.

5) "There are 3 letters on this paper. I am going to say a word. Listen for the sound in the middle of the word then make a line under the letter that goes with that sound."

6) "I am going to say a word. Listen carefully to the sound in the middle.
"butter"
Now tell me which of these words have the same sound in the middle:
1. scooter
2. wagon
3. water
4. carton
What is the name of the letter that goes with that sound?"

7) "This paper has a picture and 3 separate letters on it. Say the name of the picture, think about the sound you hear in the middle of the name then make a pencil line under the letter that goes with that sound."

8) "On this page there is a picture and 4 words. The name of the picture isn't there. Say the name of the picture. Think about the sound in the middle then draw a line under each word that has the same sound in the middle as the name of the picture. Say the name of the letter that goes with that sound.

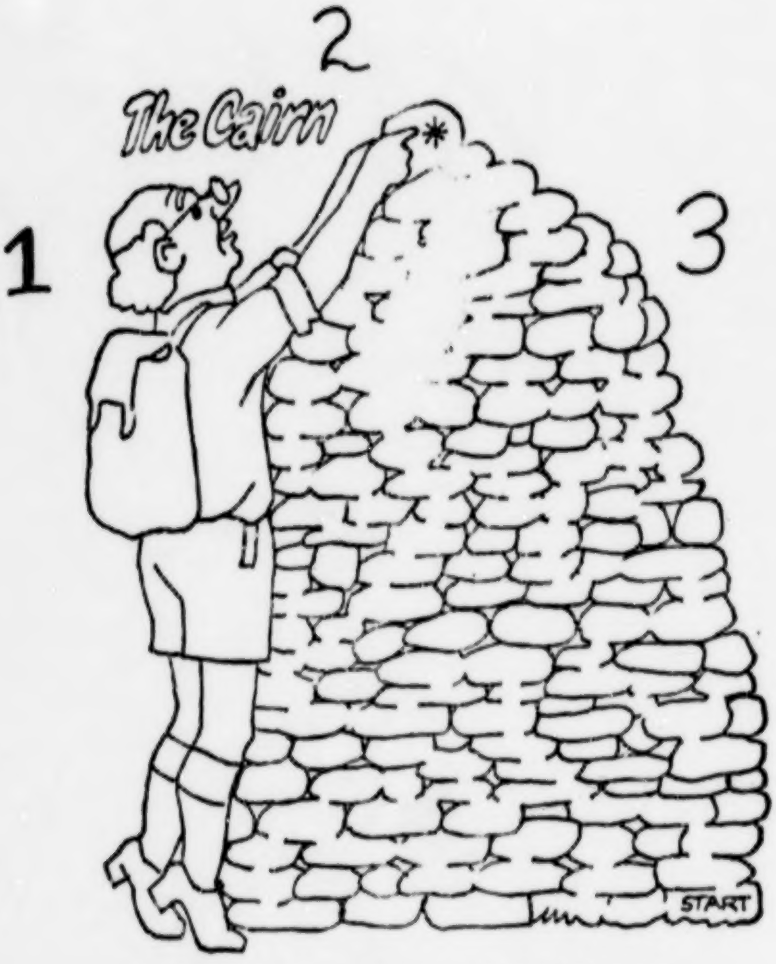
9) "On this paper there is a picture and its name. The name has a space for the middle letter. Say the name of the picture, think about the sound in the middle, then print the letter that goes with that sound in the space for it."

Name

⚠ 82.

Phonics

Vowel Combinations


2
The Cairn
1
3
START

Find the easiest path to the top of the cairn.

1) "Here is a list of words. Please read each word and pronounce it."

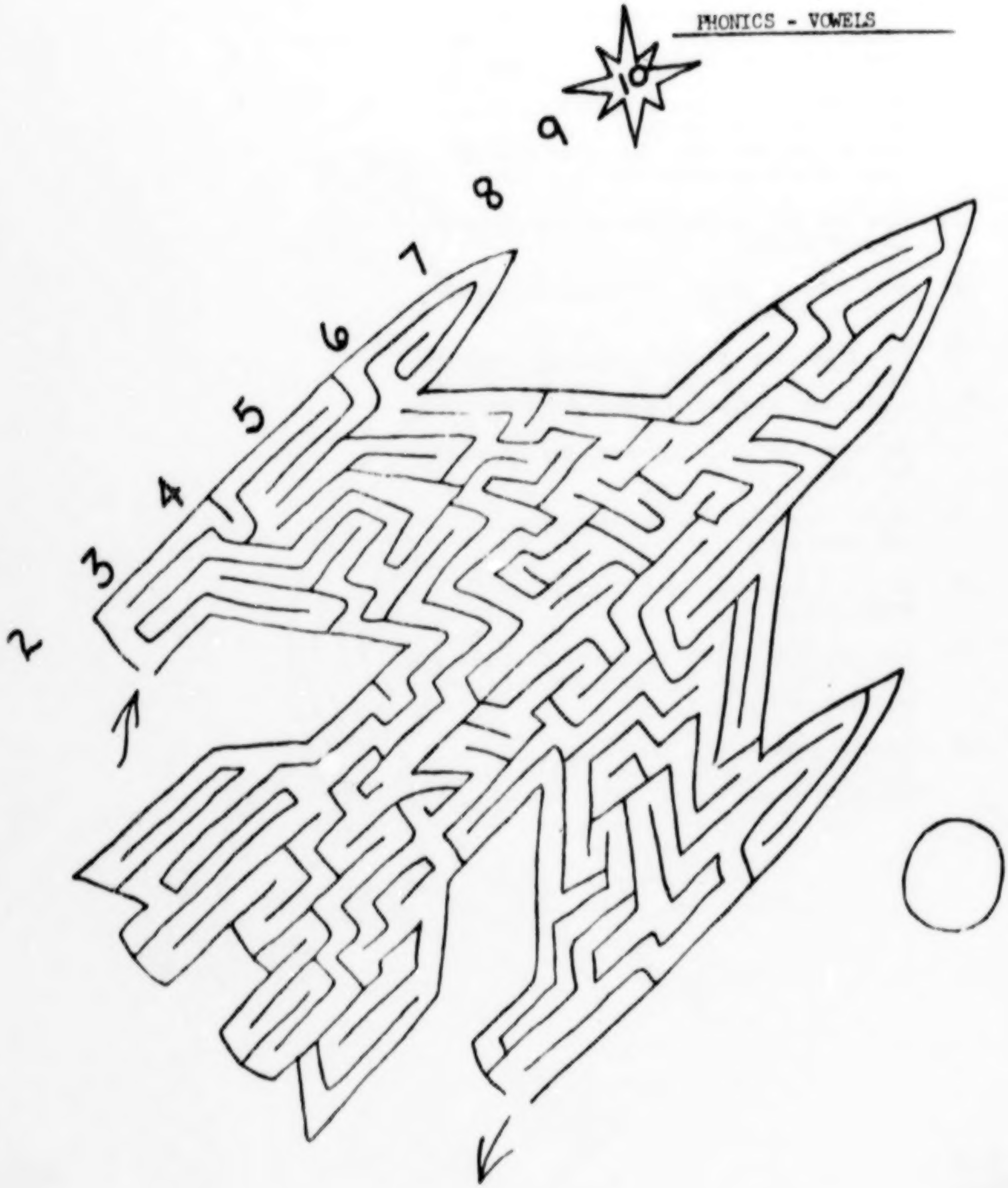
2) "Listen carefully to the sound of the middle letters in these words I read. After each sound find a word on your list that sounds the same. Cross it out."

3) "Listen carefully to the vowel sound in each word I read. On your list underline the vowel sound in each word."

NAME

▲▲

PHONICS - VOWELS


2
3
4
5
6
7
8
9
10

1) Here are some models. Sort them into 2 piles. One pile has names with short sounds like cat, dog. The other pile has names with long sounds like rake, boat.

2) Here are some pictures. Sort them into 2 piles. One pile has names with short sounds like cat, dog. The other pile has names with long sounds like rain, bee.

3) Here are word pairs. Are the vowel sounds long or short?

4) Here are word pairs. Are the vowel sounds long or short?

5) Here is a list of words. Read the words and make a list. One list of words with short sounds and one list of words with long sounds.

6) Pronounce the following words and say them out loud.

7) Here is a picture. What letters make the beginning sound?

8) Here is a picture. What letters make the ending sound?

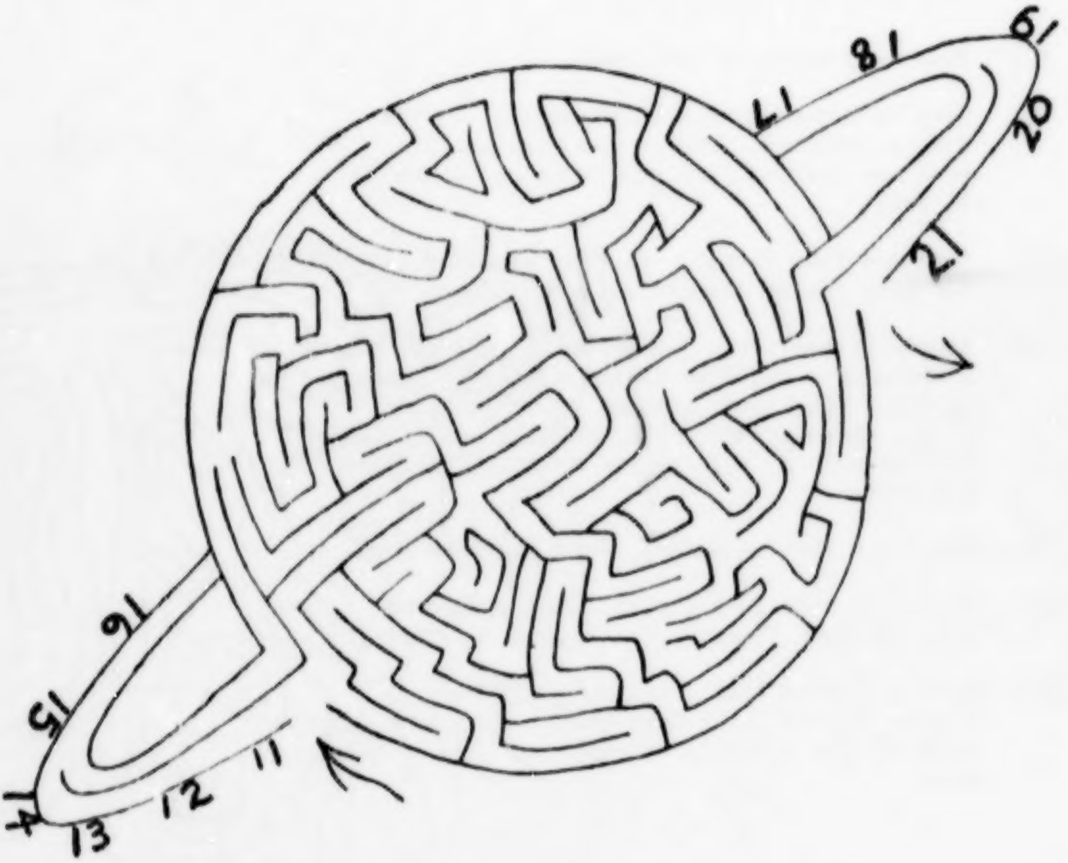
9) Here are some words. Listen to the beginning sound. Make up another word with the same beginning sound.

10) Here are some words. Listen to the ending sound. Make up another word with the same beginning sound.

▲ ▲

NAME

PHONICS - VOWELS


11
12
13
14
15
16
17
18
19
20
21

11) Here are beginning digraphs that you can use to make up words. Make up a word for each beginning sound.

12) Here are ending digraphs that you can use to make up words. Make a word up for each ending sound.

13) Listen to each word I read. Say the word and listen to the beginning sound. Make up a word with the same beginning sound.

14) Listen to each word I read. Say the word and listen to the ending sound. Make up a word with the same ending sound.

15) Read each sentence out loud.

16) Here is a word with a blend in it. I will read a sentence. Choose the word in the sentence that matches your word and write it out.

17) Here are four blends. Circle the blend in the word I read from this list.

18) Listen to the words I read out. You will hear a blending sound like in the word twig where tw makes the blending sound or in the word prism, where sm makes the blending sound. You must be able to tell me the sound of the blend you hear.

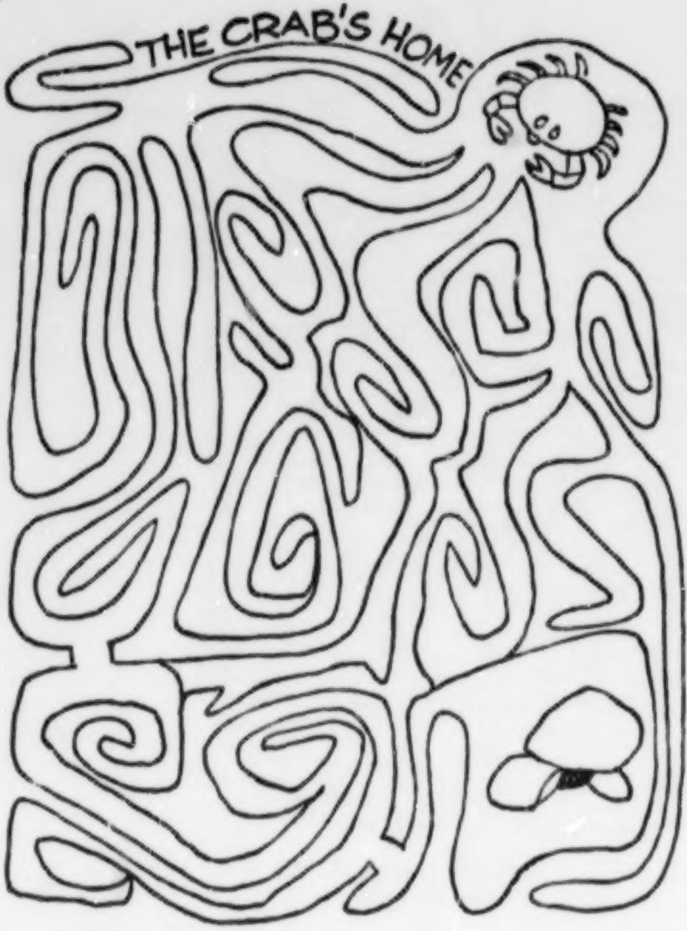
19) Here is a list of words. Read them out loud.

20) Read each word in the list. Say a new word with the same VV sound you hear in each word.

21) Here is a word list. Listen for the vowel sound. Circle the letter beside each word, which tells if the sound is in the beginning, middle or end.

Word Identification

1 2 3


THE CRAB'S HOME

This crab is tired and wants to go home. Can you help him?

1) "I am going to say some words. Listen carefully and then tell me how many words I said:

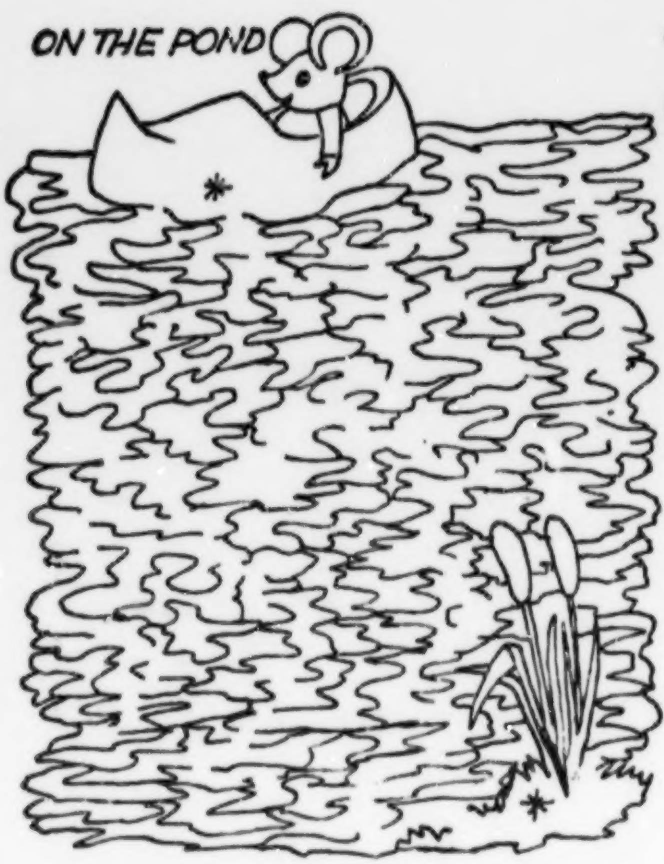
"The bird sang."

2) "Show me how many words are printed on this card."

3) "Touch and count each word on this card."

Name

Word Recognition


ON THE POND
1
2
3

The little mouse has lost his oars. Help him find his way to the shore.

1) "Show me your name."

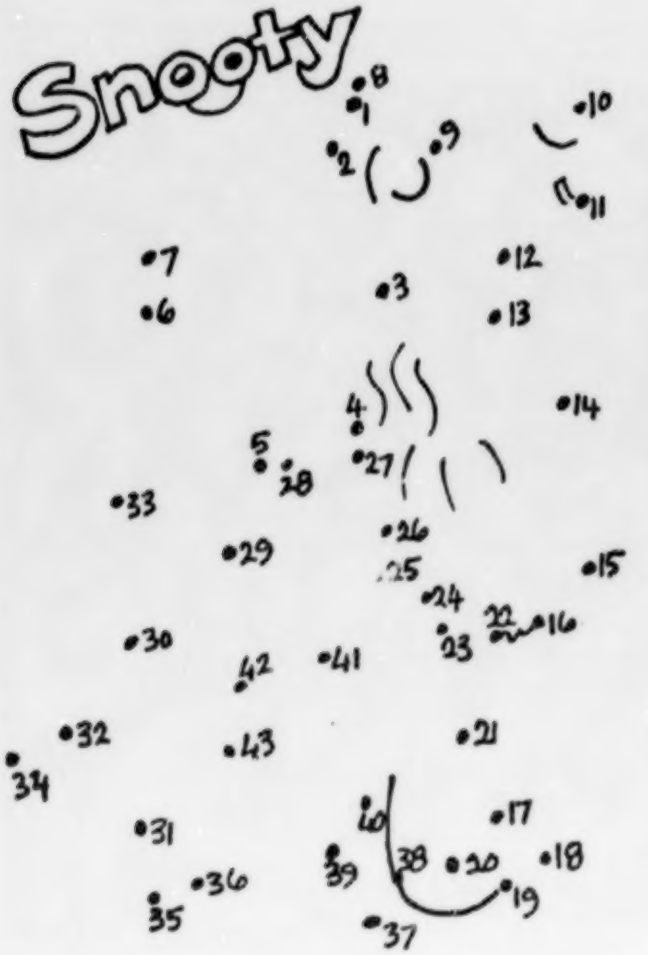
2) "Show me your name."

3) "Show me your name."

NAME

SEQUENCE

1 2 3 4 5 6 7 8 9


Snooty
8
1
2
9
10
11
7
12
3
6
13
4
14
5
28
27
33
26
29
25
15
24
22
16
30
23
42
41
32
43
21
34
40
17
31
39
38
20
18
36
19
35
37

Join up the dots and see what you have drawn.

1) I am going to read a short story. Listen carefully to what happens. When I finish, put these four pictures in the right order as you remember the story.

2) Here are four pictures. Arrange them in order and tell me what is happening in each.

3) I am going to show you three pictures that tell a story. You will have a short time to look at them carefully. After I take them away you must tell me what happened in each picture.

4) Listen to the story I will tell. Remember all the things that happen. After I finish take these five sentence cards and put them in order like the story happened.

5) Listen to this story and when I finish say it in your own words retelling me all the things that happened.

6) Read this story carefully then arrange these cards the same way each happened in the story.

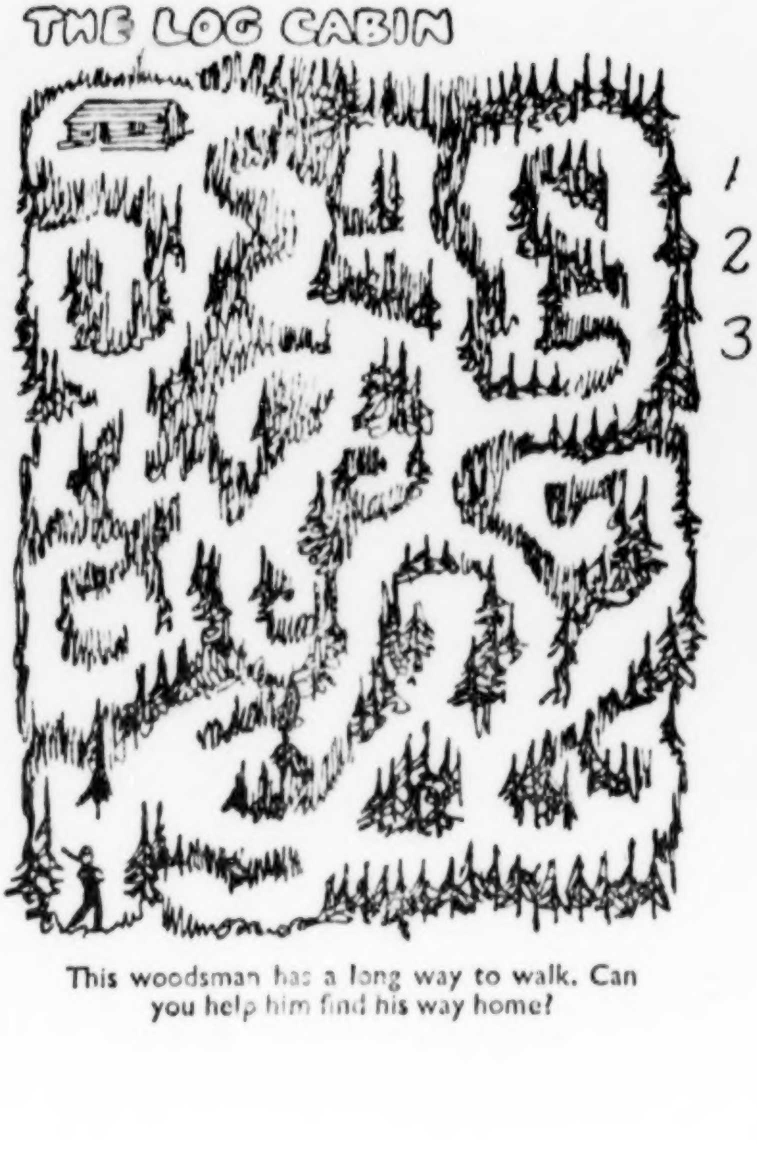
7) Read this story. Look at the sentences following the story. Reprint them in the order in which each happened in the story.

8) Take these cards. Read them and put them in the right order.

9) Read these sentences. Reprint them in the right order.

____
NAME

DIRECTIONS - WRITTEN


THE LOG CABIN
1
2
3

This woodsman has a long way to walk. Can you help him find his way home?

1) Here is a paper. It is folded into 4 boxes. Draw a boat in the middle of each box.

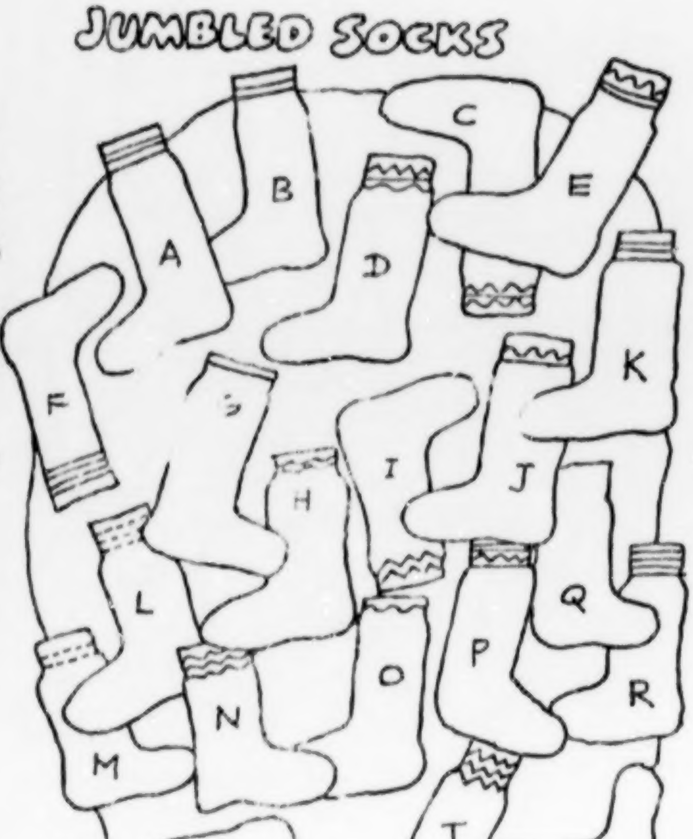
2) Read this story and do everything it tells you to do.

3) Read this list of directions and do exactly as it says.

NAME ____________________

RELATIONSHIPS - PAIRS

1
2
3
4
5
6


JUMBLED SOCKS
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U

Two socks are identical. Now find them!

1) I'm going to say a word and you must think of something that goes with that word and says its name...............Cup (response-saucer).

2) Here are some pictures of things that go together. Look at them and then match the ones that go together and place them side by side.

3) Here are 3 things. 2 of them go together and one does'nt. Show me the one that does'nt belong with the other two.

4) Here are 3 pictures. One picture does'nt belong with the other two. Show me the one that does'nt belong.

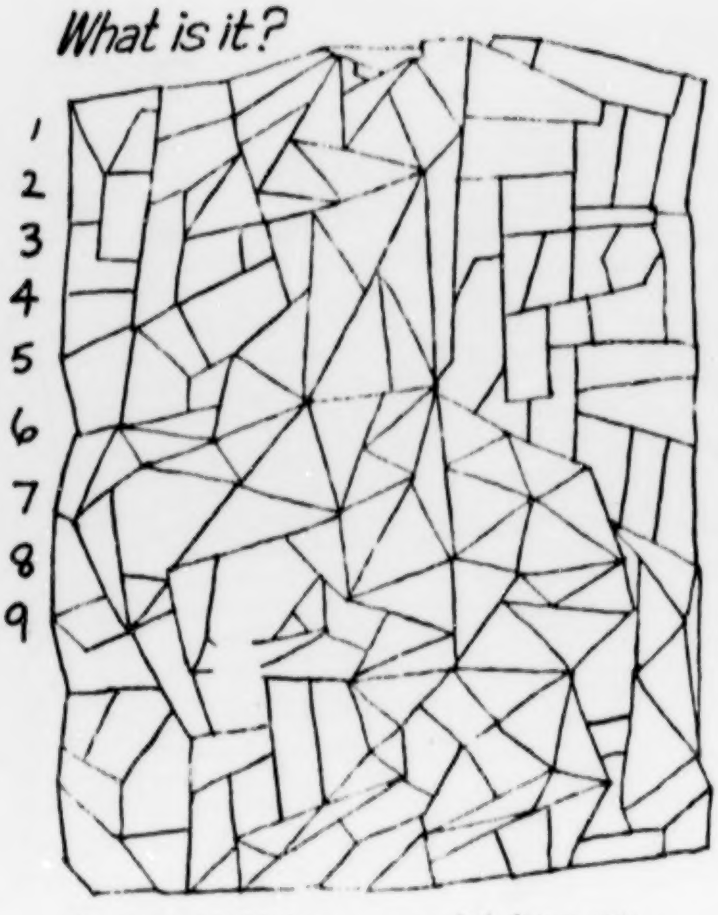
5) Here are 3 word cards. One word does'nt belong with the other two. Show me the word that does'nt belong.

6) There are 3 words printed on this page. Look for the word that does'nt belong with the other two and put a line under it.

______________ ____________ ___
NAME

RELATIONSHIPS

Main Idea


What is it?
1
2
3
4
5
6
7
8
9

If you shade in all the three sided shapes you will have drawn a familiar animal

1) Look at this picture and tell me what it is about.

2) Here are [illegible] pictures. [illegible] picture and then tell [illegible] for each picture.

3) Here are 4 pictures. Arrange them in order so that they tell a story and then tell me a good name for that story.

4) I'm going to read you a story and when it is finished, you can tell me a good name for that story.

5) Here is a picture and 3 sentences which tell about it. Look at the picture and read the sentences then tell me which sentence best suits the picture.

6) Here is a picture and three sentences which tell about it. Look at the picture then read the sentences. Choose the sentence which best suits the picture and draw a line under it.

7) Read this story and then write a good title for it.

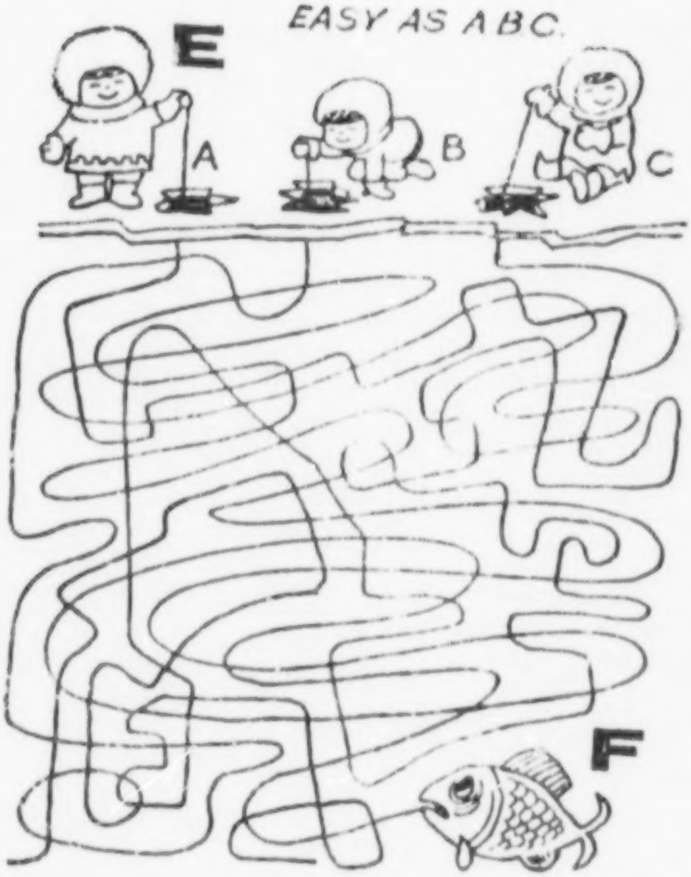
8) Read this story and then tell me the main idea of it.

9) Read this story and then write the main idea of it.

____
NAME

RELATIONSHIPS

Inference


EASY AS A B C.
E
A
B
C
F

1
2
3
4
5
6
7
8
9
10
11

One lucky little Eskimo caught the fish. Which one?

1) Here are 4 pictures that go with stories you know. When I hold up the picture, you can tell me the name of the story it goes with.

2) I am going to say a sentence and leave out one word. You listen carefully and tell me the word that I left out.

3) I'm going to say a sentence but leave out one word. Think about what I said and choose a picture that stands for the word I left out.

4) Here are 4 sentences. Each sentence has a word missing. Read a sentence then choose the word card that goes with that sentence and put it in the chart.

5) Here are 6 sentences. Each sentence has a word missing. Read each sentence and choose a word from the word list that fits that sentence.

6) Here are 6 sentences. Each sentence has one word missing. Read each sentence and then put in the word that makes the most sense.

7) Here are six sentences. Each sentence is missing a phrase. There is a list of 8 phrases. Read each sentence then choose the phrase that makes the most sense and add it to that sentence.

8). Here are 6 sentences. Each sentence is missing a phrase. Read each sentence and then write what makes the most sense.

9) I'm going to read a short story and then I'm going to ask questions about how things happened, why they happened, and where they happened.

10) You're going to read a short story and I'll ask you questions about what you read.

(These questions will require answers that are implied in the content of the paragraph.)

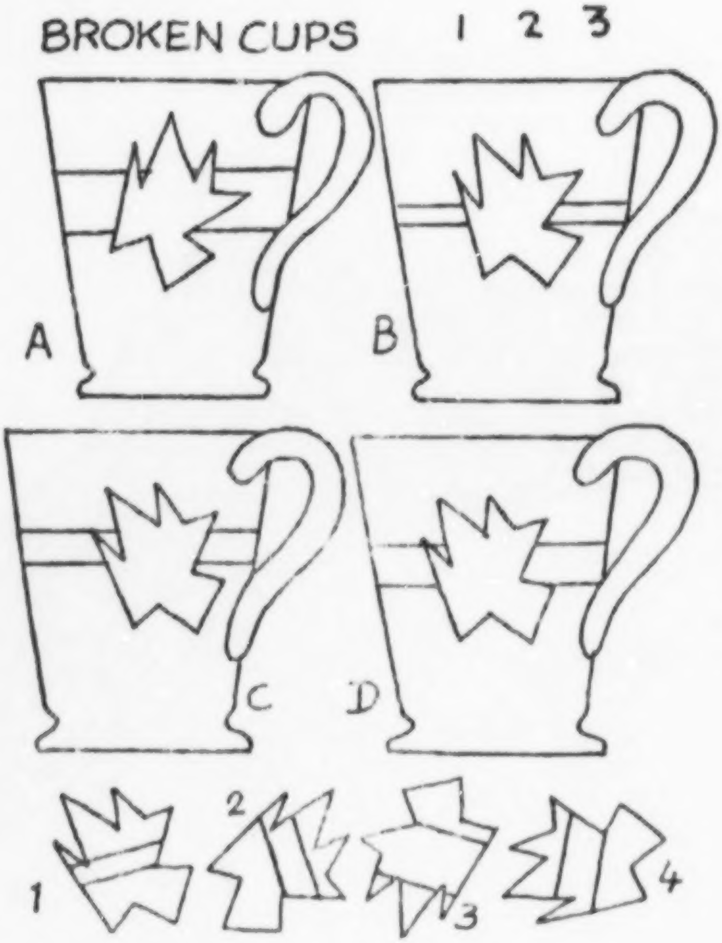
11) Here is a short story and there are some questions on it. Read the story and then write the answer to each question.

NAME

RELATIONSHIPS

Analogy

BROKEN CUPS


1 2 3
A
B
C
D
1
2
3
4

There is a correct piece for each cup If you can work it out.

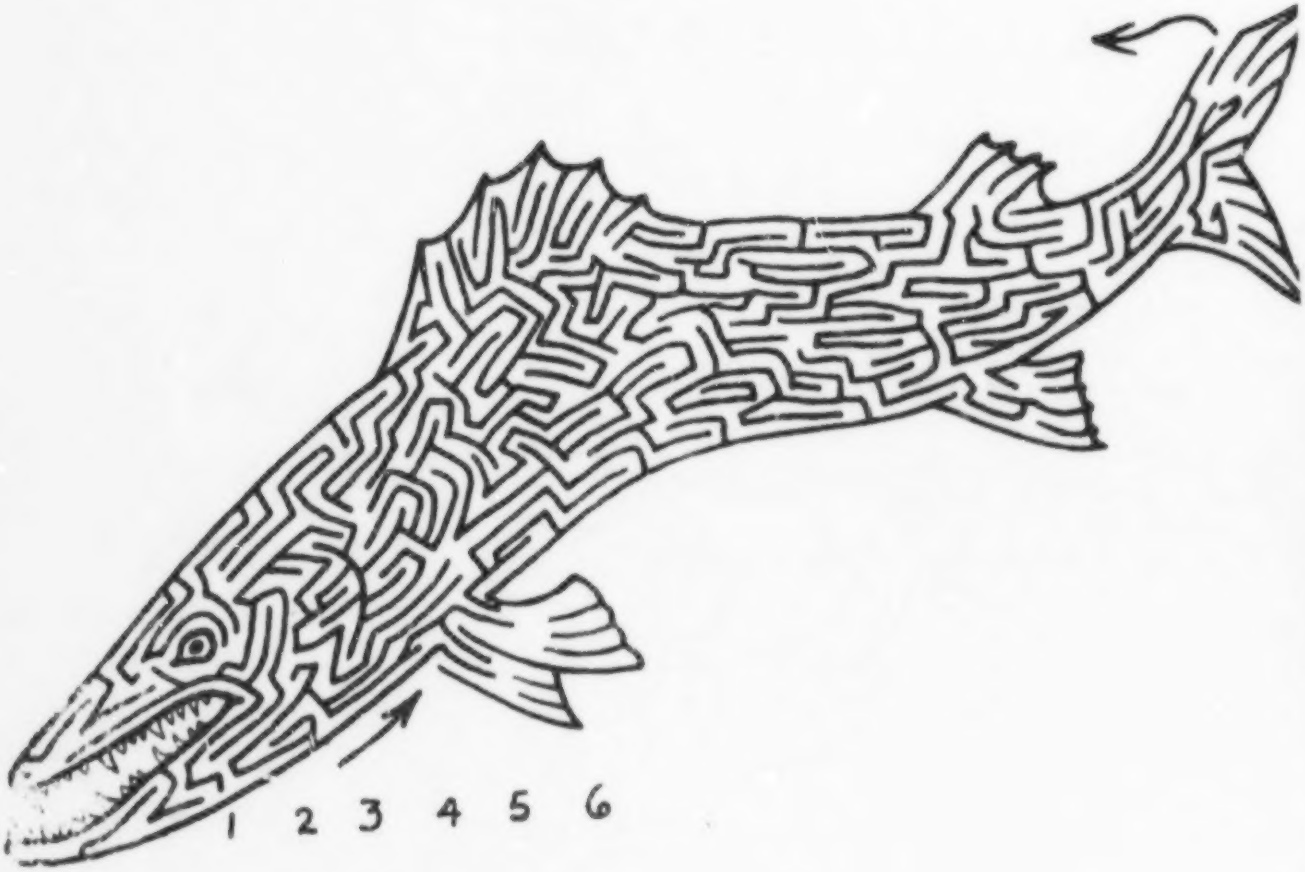
1) I'm going to say something and leave out the last word. You have to think about what I said and then tell me [illegible] word.

2) Here are some pictures that show how things go together. The first two pictures are all there. Let's talk about them together...... The last picture isn't complete. Look at it and think about it and then choose the picture card that goes with it.

3) Here are 4 sentences that show how things can go together but each sentence isn't finished. Read a sentence and think about it and then choose a word from the word list that completes that sentence properly.

NAME

READING - DECODING



1) Here is a book. Show me:
the front of the book,
the back of the book,
the top of a page,
the bottom of a page,
the left side of a page,
the right side of a page.

2) Here is a list of words, start at the
first word and read each word to me.

3) Read this paragraph.

4) Read this paragraph.

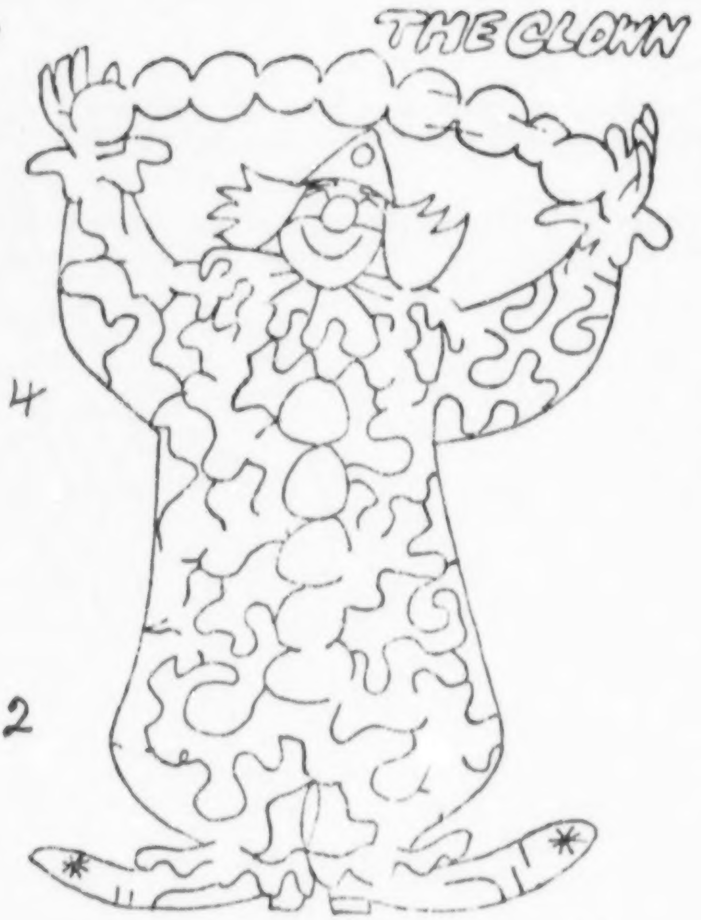
5) Read this sentence aloud.

6) Read this paragraph aloud.

____
Name

___ Comprehension
Easy/real life

7
8
6
5
4
3
2



Start at one foot and try to get to the tip of the other.

1) "When I have finished reading this story, you must tell me if you think it was a real life story."

2) "When I have finished reading this story, you must tell me if you think it was a make believe story."

3) "When I have finished reading this story, you must tell me if you think it could possibly happen."

4) "Here are some pictures. Look at them and then make them into 2 piles. One pile for real life pictures and one pile for make believe pictures."

5) "Read this story and then tell me if you think it is a real life story."

6) "Read this story and then tell me if you think it is a make believe story."

7) "Choose a picture that you think shows a real life story and then write your own story about it."

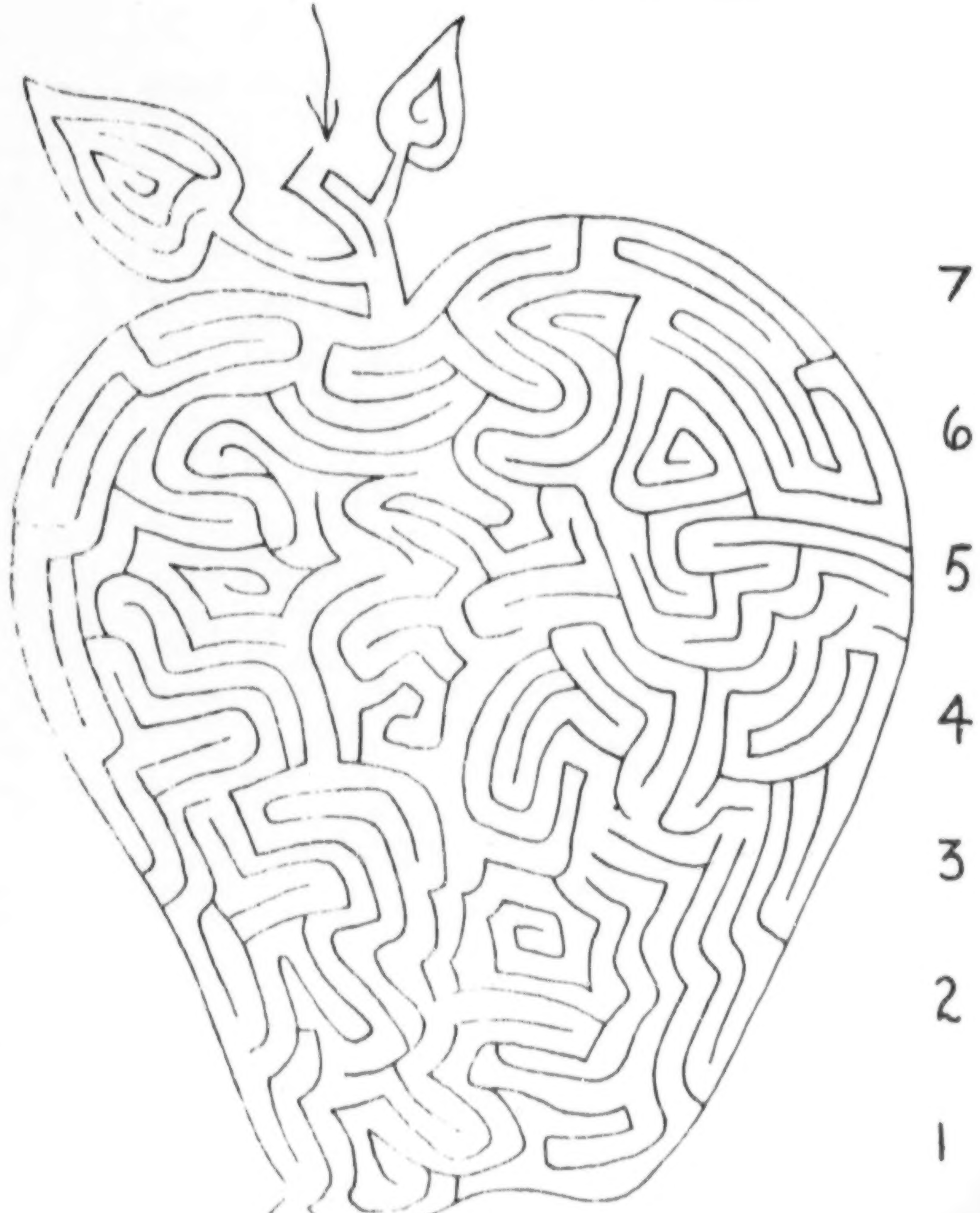
8) "Choose a picture that you think shows a make-believe story and write your own story about it."

5

572.

NAME

CLASSIFICATION



1) Unscramble these words to [illegible]

2) Arrange these sentences in the [illegible] order.

3) Here is a word. Say five topics that you can have this word under.

4) Here is a topic. Say five words that you can put under the topic.

5) Put in the label for each group of words.

6) Here are three topics and a list of words to go with them. Write the words under the right topic.

7) Arrange these topics from the most general to the most specific by putting a letter beside each in column 1, 2, [illegible]

NAME ____________________

DRAWING CONCLUSIONS

BIRD TRAIL

N	M	L	A	O	K	N	N	E
E	A	L	R	O	L	I	C	T
R	W	T	D	R	W	S	U	C
S	H	O	L	L	A	O	O	K
U	C	O	O	W	I	F	T	E
R	H	T	W	S	E	L	G	A
L	A	L	W	O	G	S	K	Y
B	C	K	O	O	S	E	A	L
E	I	B	D	G	N	E	R	K
G	P	I	R	R	O	V	A	R
A	M	W	E	S	U	N	S	W
C	R	O	R	O	B	I	N	A
START							FINISH	

Start at the bottom left-hand square and work your way through the puzzle, moving vertically or horizontally and passing through each square once only. You will spell out the names of twenty birds as you go.

1) I'm going to tell you a story you know but I shan't finish it. You listen carefully and then tell me the ending.

2) I'm going to tell you a story but I shan't finish it. You listen carefully and then tell me a good ending for it.

3) Here are 3 pictures. They tell a story but it isn't finished. Look at them and tell me a good ending for that story.

4) I'm going to tell you a story you know but I shan't finish it. Listen carefully and then draw a picture showing what happened at the end of the story.

5) I'm going to read a story but it isn't finished. You listen carefully and then draw a picture showing a good ending for the story.

6) Here are 3 pictures that tell a story but it isn't finished. Look at the picture showing a good end for the story.

7) I'm going to read a story you know but I shan't finish it. Listen carefully and then write down the end of the story.

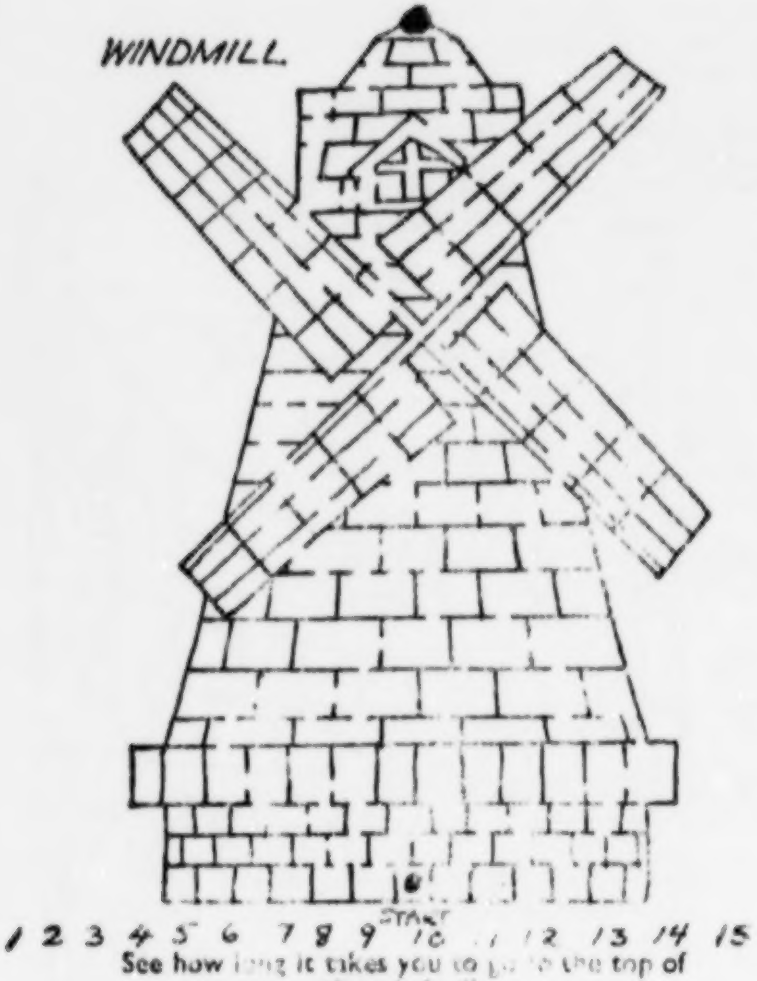
8) I'm going to read a story but I shan't finish it. Listen carefully and then write a good ending for the story.

9) Read this story. You already know it but it isn't finished. There are also 3 sentences that tell some endings for the story. Read the story and draw a line under the sentence that tells the best end for the story.

10) Here is a story but it isn't finished. There are 3 sentences that tell some endings for the story. Read the story and then choose the sentence that tells the best end for the story. Draw a line under that sentence.

NAME

SYLLABICATION


WINDMILL.
START
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

See how long it takes you to go to the top of the windmill

1) Here is a word list. Read each word out loud. Listen for the vowel sound. Clap your hands after you hear the vowel sound and tell me how many syllables there are in each word.

2) Here is a word list. Read each word out loud. Listen for the vowel sounds. Clap your hands after you hear each vowel sound and tell me how many syllables there are in each word.

3) Here are words. Read each word out loud. Listen for the vowel sounds. Clap your hands after you hear each vowel sound and tell me how many syllables there are in each word.

4) Here are two words. Read them out, clap for each syllable and tell me how many syllables there are in each word.

5) Here are three words. Read them out, clap for each syllable and tell me how many syllables there are in each word.

6) Here is a list of words. Mark the first vowel with a macron (-) if it is long, or with a brev (v) if it is short.

7) Here is a list of words. Mark the first vowels and syllables with a stroke.

8) Look at the words. Mark the long and short vowels and divide these words into syllables using a stroke.

9) Look at the words. Mark the long and short vowels and divide the words into syllables with a stroke.

10) Look at the words. Mark the long and short vowels. Then, divide the words into syllables with a stroke.

11) Mark the first vowel and divide the words into syllables with a stroke.

12) Mark the first vowel and divide these words into syllables.

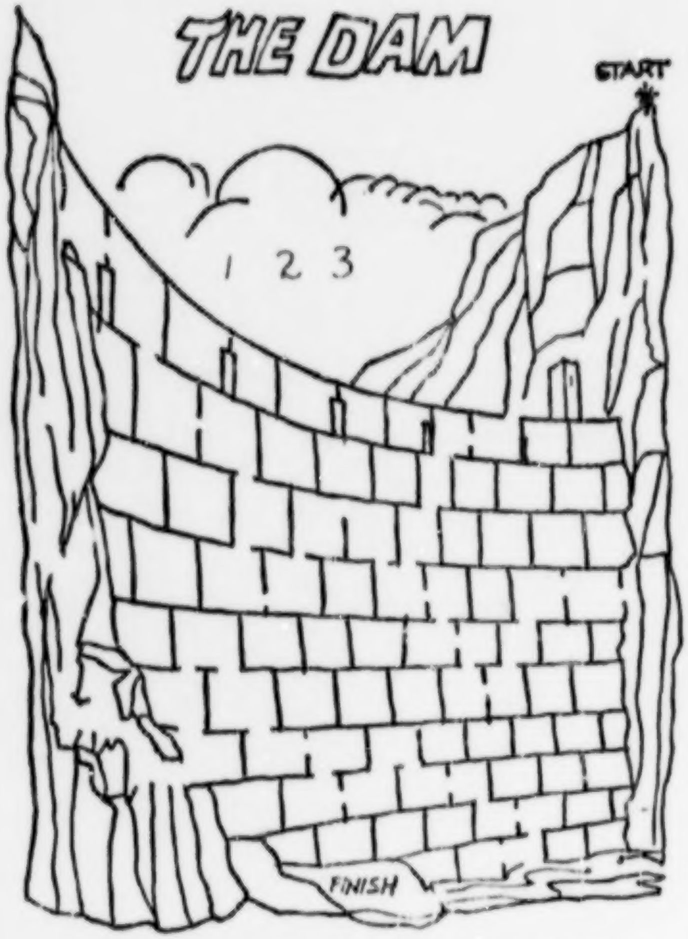
13) Mark the vowels and divide the word into syllables with a stroke.

14) Mark the first vowel and divide these words into syllables using a stroke.

15) Mark the vowels with a macron or brev and divide the words into syllables using a stroke.

NAME

SYLLABICATION - ACCENTING


THE DAM
START
1 2 3
FINISH

See how long it takes you to get from the top of the cliff to the foot of the dam.

1) Here is a list of two-syllable words with an accent mark. Underline the accented syllable.

2) In the following sentences, underline each of the two-syllable words. Say each of these words softly to yourself. Decide if the accent is on the first or second syllable, and write each word in the correct column.

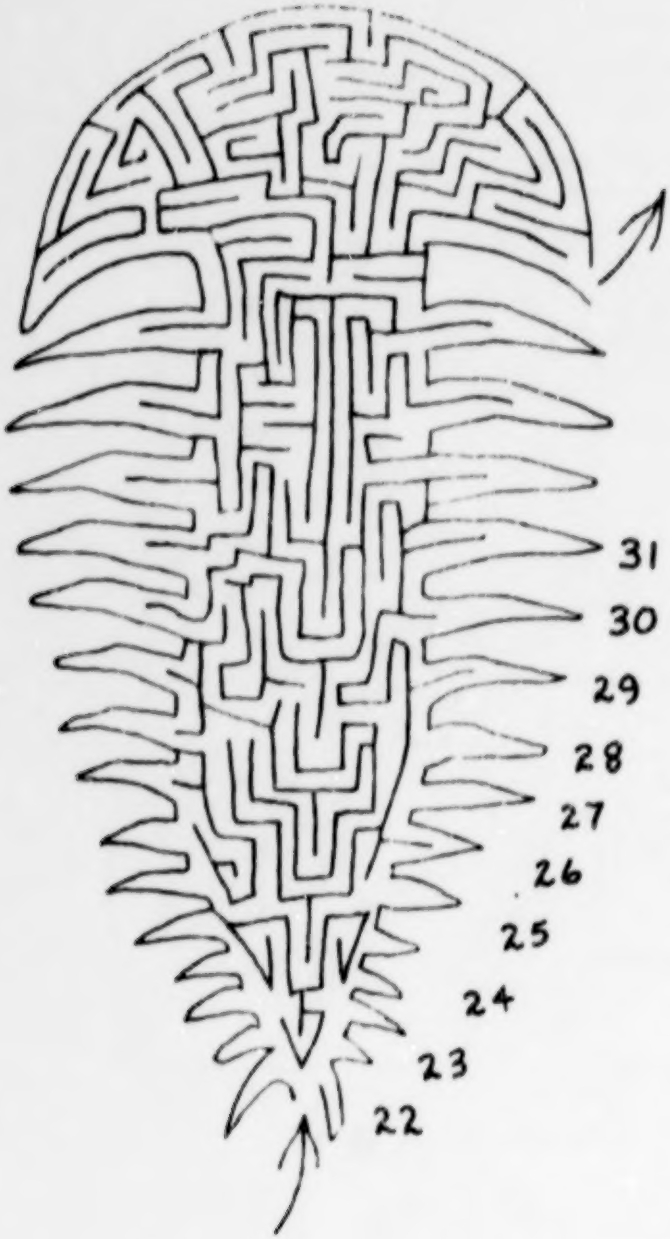
3) The following words are divided into syllables. Mark the accented syllable. If the vowel sound is long in the accented syllable, mark it like this: ā, ē, ī, ō, ū. If it is short, like this: ă, ĕ, ĭ, ŏ, ŭ.

____
NAME

8

WORD ANALYSIS

Plurals


31
30
29
28
27
26
25
24
23
22

22) Here is a list of five words in the plural. Take off the ending and read each word in the singular form.

23) Here is a list of words. If they are plural mark a "p" beside them. If they are singular mark an "s" beside them.

24) Here is a list of five root words. Change them to the plural form.

25) Here are a list of five words in the plural. Make them into the singular by writing the root word.

26) Here is a list of words. If they are plural mark a "p" beside them. If they are singular mark an "s" beside them.

27) Here is a list of five root words. Change them to the plural form.

28) Here is a list of five words in the plural. Find the root word and read it aloud.

29) Read these words in the plural.

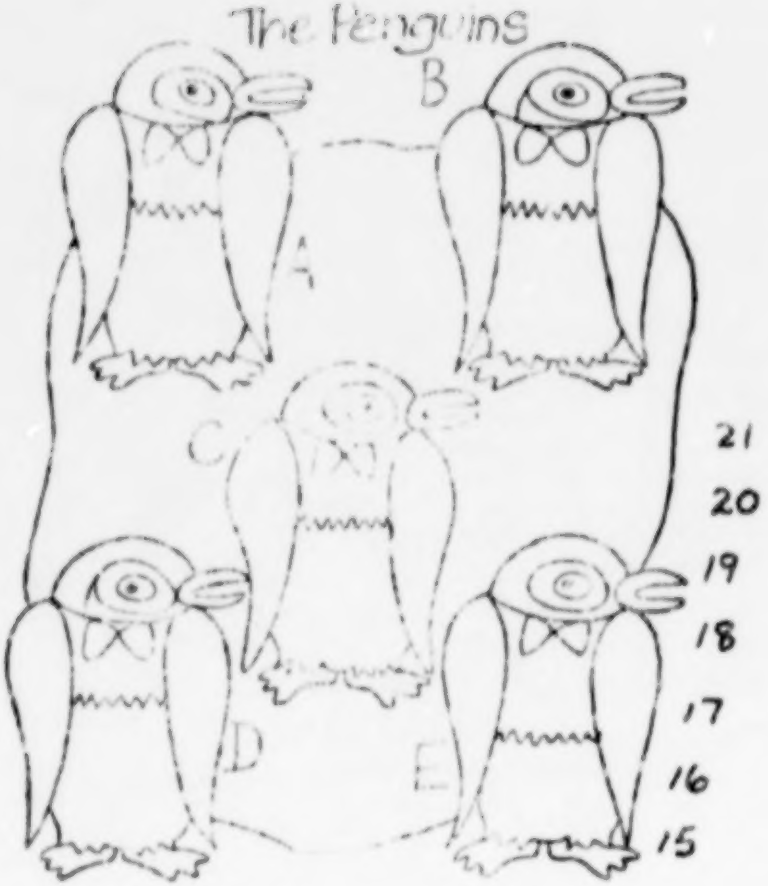
30) Write these words in the plural.

31) Write these words in the plural.

NAME

WORD ANALYSIS

Plurals


The Penguins
A
B
C
D
E
21
20
19
18
17
16
15

Which penguins are identical?

15) I'm going to say a word you know. You must tell me how to say that word if I had more than one of those things... table (tables).

16) Here are some plastic models. Arrange them in groups and then tell me the name you use if there is just one and the name you use if there are more than one.

17) Here are some picture cards. Some show only one thing and some show more than one. Match the cards and then tell me the name for when there is one thing and when there are more than one.

18) Here are a list of singular words. Make them mean more than one by adding s.

19) Here are a list of words in the plural. Make them mean only one by taking the s away. Read the root word.

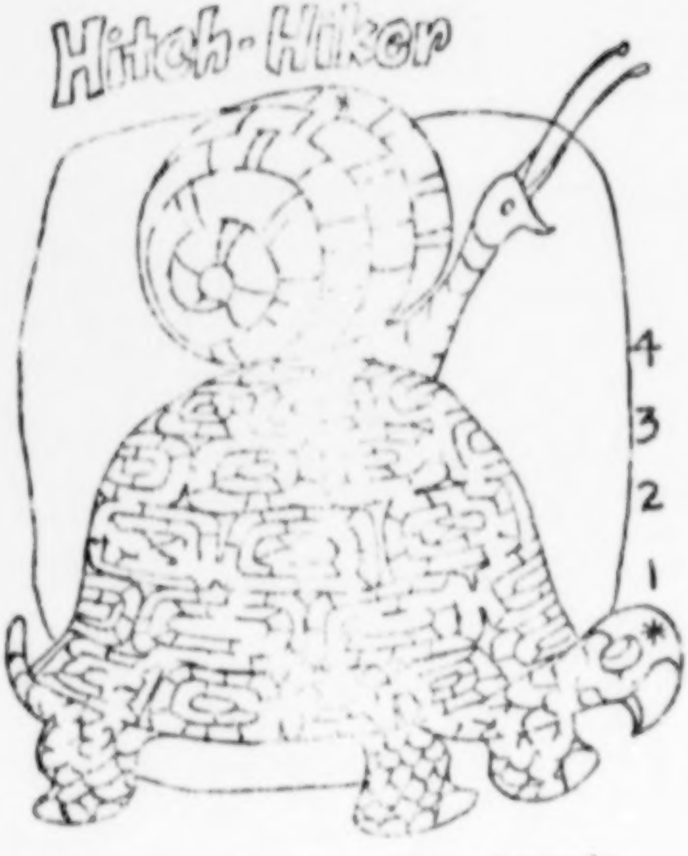
20) Here are a list of words. Some mean only one or singular, so, put an "s" beside them. Others mean more than one, so, put a "p" beside them.

21) Here is a list of five root words. Make them plural. Write them out.

NAME

WORD ANALYSIS

Affixes


Hitch-Hiker
4
3
2
1

There is a path from the tortoise to the snail if you can find it.

1) Here are five compound words. Find the little root words in each.

2) I will say a word. You listen carefully and say each word you hear in my word then put those words together and say them like I did.

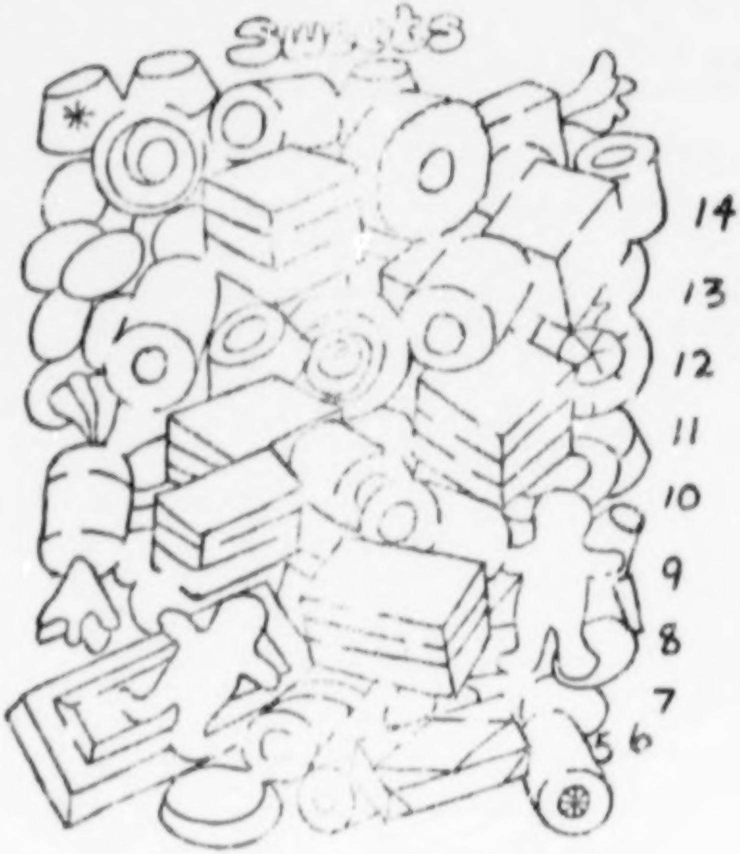
3) I'm going to say six words that could join in pairs to make another word. Listen carefully and tell me which words you would put together.

4) Join these six words to make three compound words and print them.

____
NAME

WORD ANALYSIS

Prefixes


Sweets
14
13
12
11
10
9
8
7
5
6

Here's a delicious pile of liquorice all-sorts. Can you find a way from the top star to the bottom?

5) Listen to the word. Read out the root and the prefix.

6) Underline the root word in each word.

7) Underline the prefix in each word.

8) Here are five root words and five prefixes. Match them correctly and write the new word.

9) Here are five words with suffixes. Underline the root word.

10) Here are five words with suffixes. Underline the suffixes.

11) Here are five root words and five suffixes. Match them and write out the new words.

12) Read these words and underline the root words.

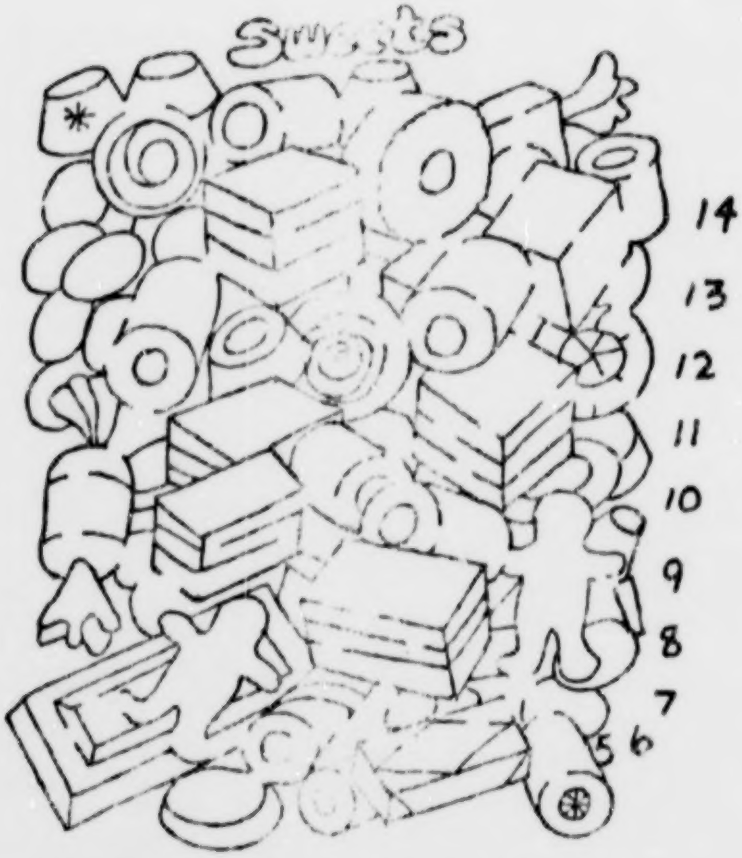
13) Read these words and underline the prefixes and suffixes.

14) Here is a list of root words and another of prefixes and suffixes. Match them and write out the new word.

NAME ______________________

WORD ANALYSIS

Prefixes


Sweets
14
13
12
11
10
9
8
7
5 6

Here's a delicious pile of liquorice all-sorts. Can you find a way from the top star to the bottom?

580.

PUNCTUATION

NAME

9 10 1 12

8

7

6

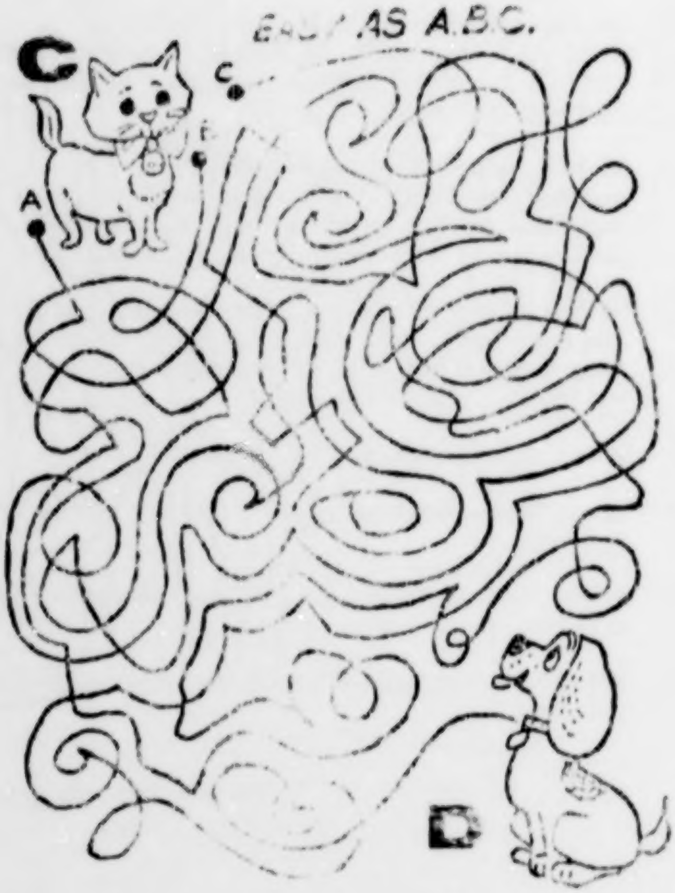
5

4

3

2

1


EASY AS A.B.C.
C
C
E
A
D

To which [illegible] attached?

1) We are going to write a story about...
I'll write the words as you say them and
then you can show me the mark that goes
at the end of a sentence.

2) We are going to write a story about...
I'll write the words as you say them and then
you can tell me what mark goes at the end of
a sentence.

3) We are going to write a story about...
I'll write the words as you say them and then
you can show me the capital letters.

4) We are going to write a story about...
I'll write the words as you say them and you
can tell me where to place the capital letters.

5) We are going to ask questions about...
I'll write the words as you ask the questions
and then you can show me the mark that goes
at the end of each sentence.

6) We are going to ask questions about...
I'll write the words as you ask the questions
and you can tell me what mark goes at the end
of each sentence.

7) We are going to write a story about commands
and feelings. I'll write the words as you
say them and then you can show me the mark
that goes at the end of each sentence.

8) We are going to write a story about commands
and feelings. I'll write the words as you say
them and you can tell me the mark that goes at
the end of each sentence.

9) Print this sentence. Use a period.

10) Print this sentence. Use a capital letter where
you need to.

11) Print this sentence. Use a capital letter and
a period where you need to.

12) Print this sentence. Use a question mark where
you need to.

NAME

PUNCTUATION

19 20 21 22 23 24

18 25

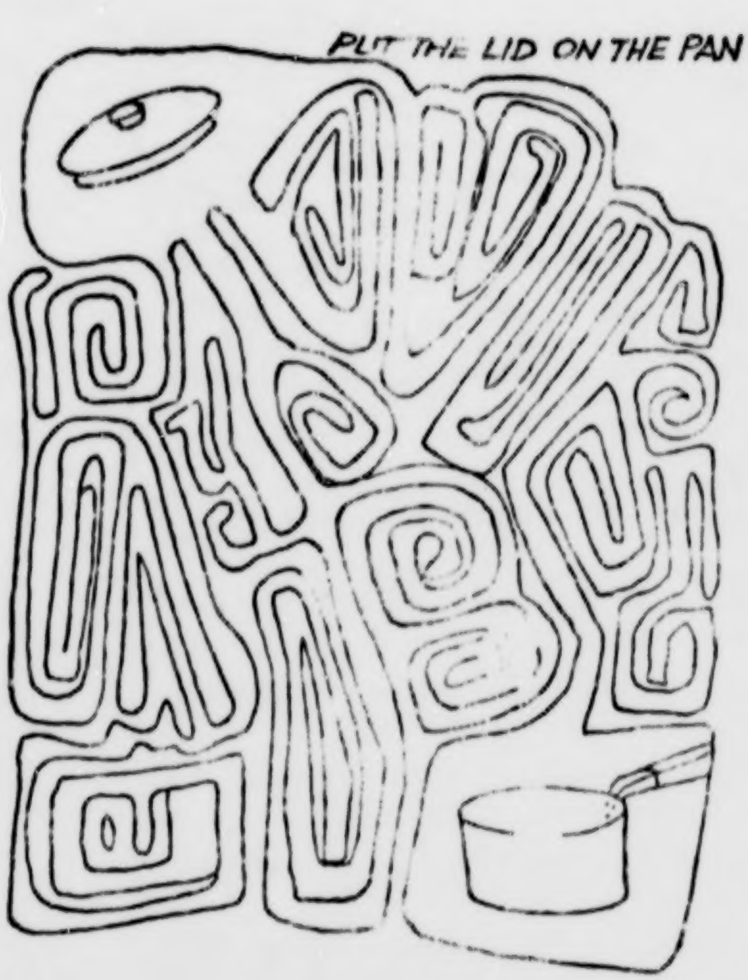
17 26

16

15

14

13


PUT THE LID ON THE PAN

Find a way through the maze and put the lid back on the pan.

13) Print this sentence. Use an exclamation mark where you need to.

14) Print this paragraph which has three sentences. Use a period where you need to.

15) Print this paragraph which has three sentences. Use a capital letter when needed.

16) Print this paragraph which has three sentences. Use a capital letter and a period.

17) Print this paragraph which has three sentences. Use a question mark when needed.

18) Print this paragraph which has three sentences. Use an exclamation mark, period, or question mark when needed.

19) We are going to write a story about family words. I'll say a word like fruit you'll name at least three fruit you know and I'll finish your list for you. Show me the mark that goes between the list of family words.

20) We are going to write a story about family words. I'll say a word like vegetable. You'll name at least three fruit you know and I'll finish your list for you. Tell me where to put the comma in the list.

21) Here is a sentence with three words that go together. Put a comma in the right place.

22) Here is a sentence with three related adjectives. Insert the commas in the right spot.

23) Copy the sentence and put in a comma where there is a pause.

24) Copy the sentence and put in the comma where it belongs.

25) Copy the sentence and put in the comma where it belongs.

26) Copy this letter and circle the commas in the date, address, salutation and closing.

NAME

PUNCTUATION

32 33 34 35 36

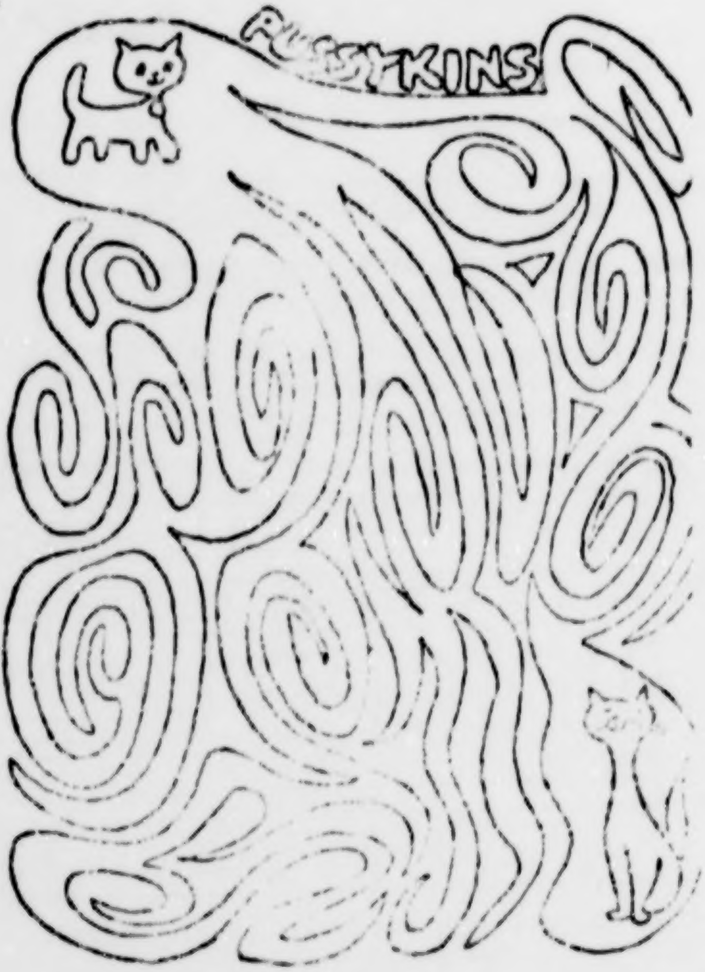
31 37

30

29

28

27



The little kitten wants to find his mother. Can you help him?

27) Copy this letter and put in the comma for the date, address, salutation and closing.

28) Copy this address. Circle the comma.

29) Copy this address and put in the comma where it belongs.

30) Copy these sentences and circle the colons.

31) Copy these sentences and put in a colon where it is needed.

32) Circle the semi-colon in the following paragraphs.

33) Circle the quotation marks in these sentences.

34) Copy this sentence and put in the quotation marks when someone speaks directly.

35) Here is a sentence containing direct speech. Put in the punctuation marks.

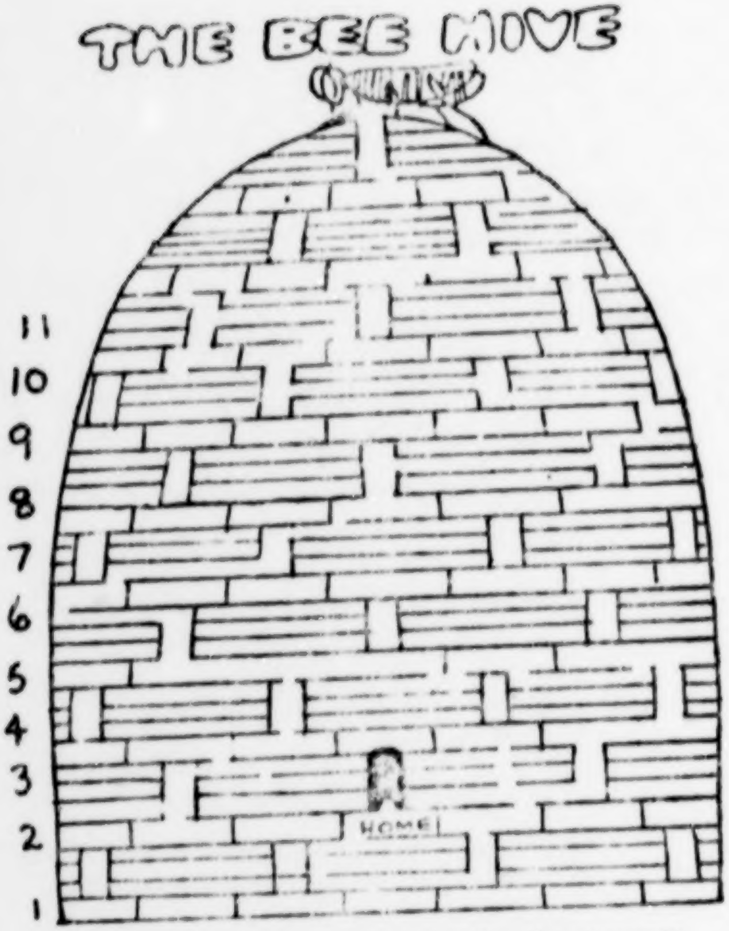
36) Here is a sentence that has direct speech. Put in the open and closed quotation marks where needed.

37) Here is a sentence that has direct speech, put in all the necessary punctuation.

NAME

VOCABULARY

Antonyms, Synonyms,
Hononyms


THE BEE HIVE
11
10
9
8
7
6
5
4
3
2
1
HOME

This bee is having trouble finding the entrance
to his hive. Can you help him!

1) Look at each picture card. Match it with its opposite.

2) I will say a word. You say the antonym. I say hot, you say cold.

3) Here are word cards that show antonyms. Match them.

4) Pair these antonyms with a line.

5) Here is a picture. Think of at least two words that mean the same you can use to describe this picture.

6) Match these synonyms to their picture-cards.

7) Pair these synonyms with a line.

8) Pair these cards that sound the same.

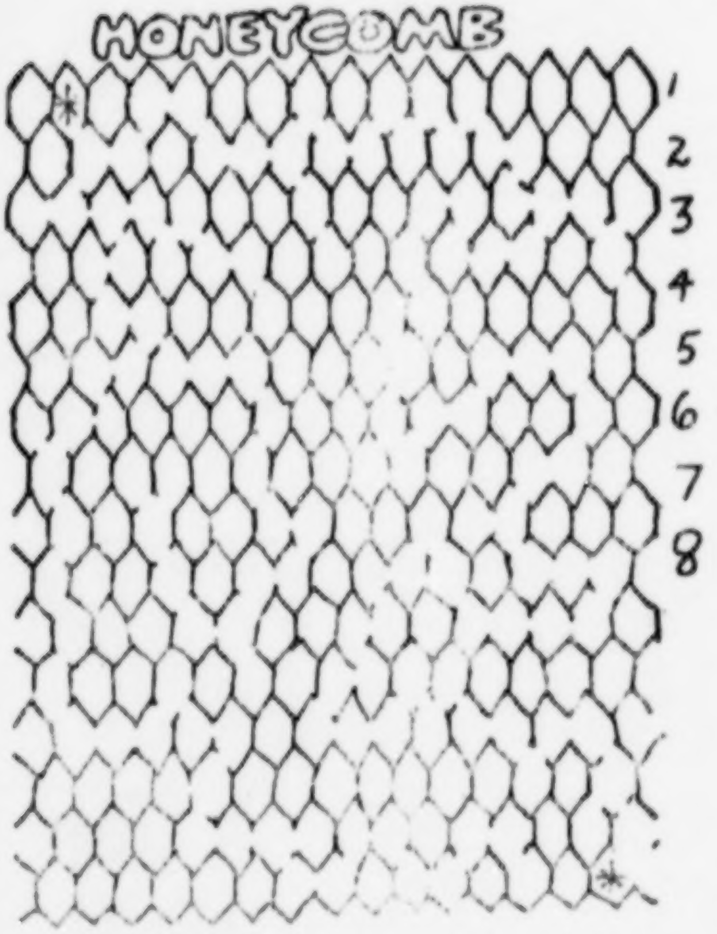
9) Make these word cards to the pictures so show the same homonym.

10) Join each homonym with a line.

11) Match the words that sound the same and are spelled the same but stand for different things.

____
NAME

VOCABULARY - ABBREVIATIONS


HONEYCOMB
1
2
3
4
5
6
7
8

Trace a path carefully from the top of the honeycomb to the star at the bottom.

1) Here are three words: Mister, Missus and Doctor. Write the abbreviation for each using a period.

2) Here are three words: company, limited and corporation. Write the abbreviation for each using a period.

3) Here is a list of words: etcetera, for example. Write the abbreviation for each using a period.

4) Here is a list of mapping terms: Street, Road, Avenue, Crescent, Court, and Boulevard. Write the abbreviation for each using a period.

5) Here is a list of locations: Municipality, Provinces, and Countries. Write the abbreviation for each using a period.

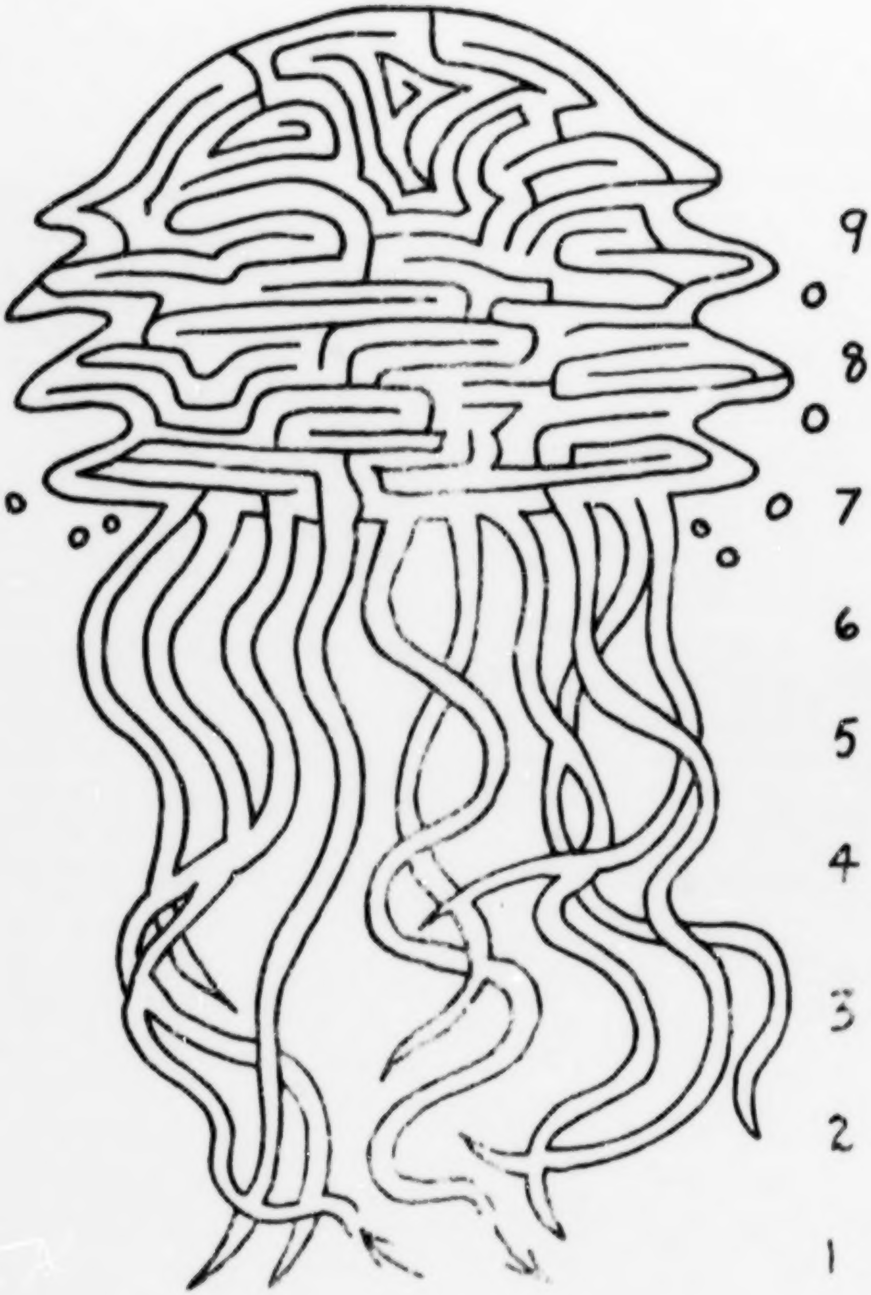
6) Here is a list of geographic locations: Rivers, Lakes, Islands, and Mountains. Write the abbreviation for each using a period.

7) Here is a list of terms about time: ante meridian, post meridian, Before Christ, anno domino, second, minute, hour, weeks, and years. Write the abbreviation for each using a period.

8) Here are three words used in measuring: metre, litre and gram. Write the abbreviation for each using a period.

NAME ______________________

PARTS OF SPEECH - NOUNS


9
0
8
0
7
6
5
4
3
2
1

1) Pick up the dog.

2) Pick up one of the models and tell me what you have.

3) Here are some models. Make them into 2 piles. Some with only one model and some with more than one of the same kind of model.

4) Here are some pictures. Make them into 2 piles. Some with only 1 thing in a picture and some with more than one thing in a picture.

5) Here are some pictures. Look through them and make them into sets such as: 1 cow, some cows, one book, some books. Then tell me what you have done.

6) Here are some pictures that show one thing. Draw more of those things next to each picture.

7) I'm going to say a sentence and you must tell me which word is a noun.

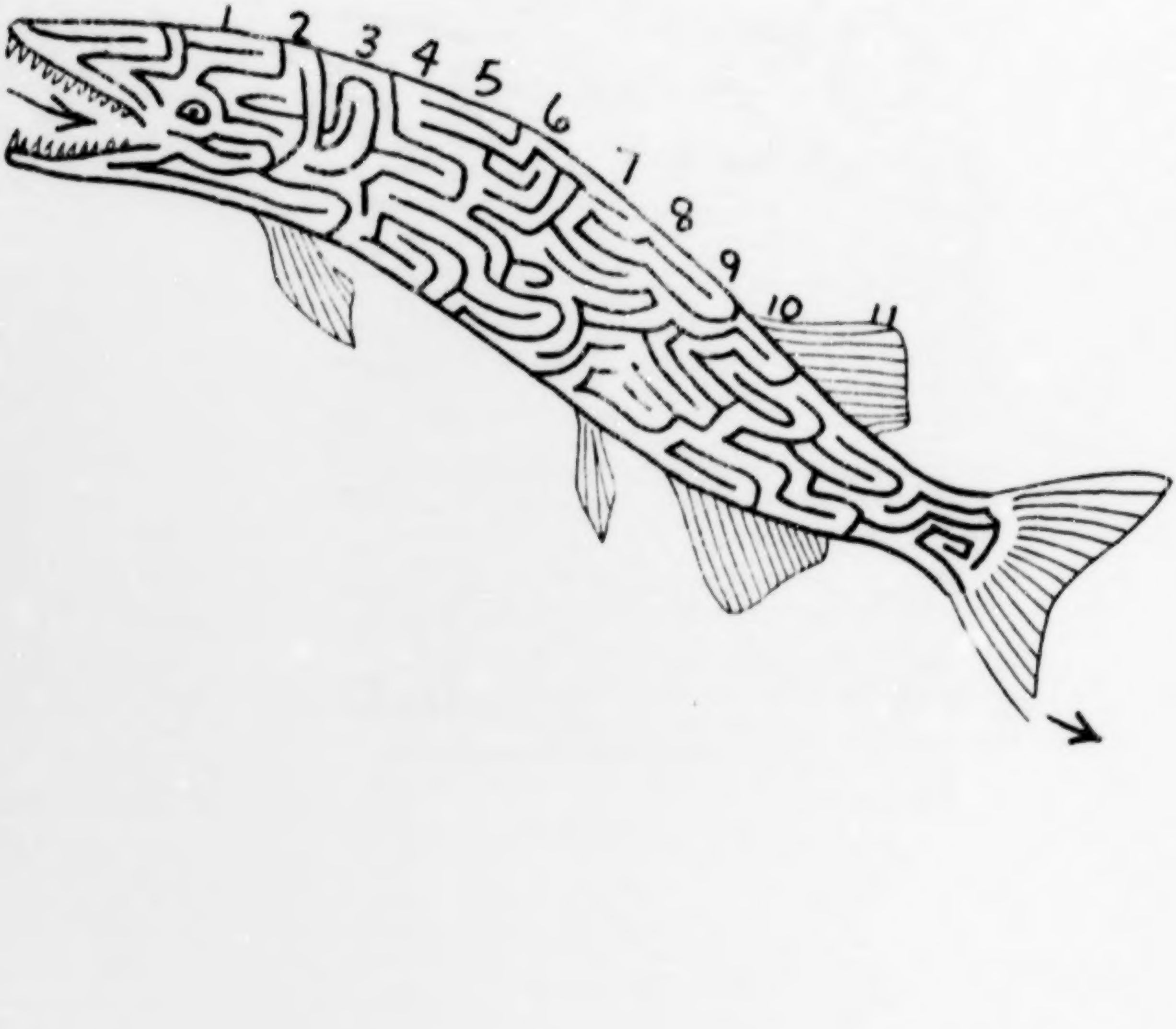
8) Here is a sentence. Read it and draw a line under the word that is a noun.

9) Here is a list of words. Read it and place a line under each noun.

NAME

△
△ △

PARTS OF SPEECH - VERBS


1
2
3
4
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6
7
8
9
10
11

1) Here is a picture that shows action. Underline one of the three words which tells about what the girl is doing.

2) Here is a picture of a boy. What verb would you choose to tell me what has happened to him?

3) Here are 2 lists of words. Draw a line between the two words that go well together.

4) Read the sentence carefully. It has a verb missing. Choose one of the three verbs below the line and print it in the space.

5) Read the sentence and put in the verb that is missing.

6) Show me the verb in this sentence.

7) Here is a list of words. Underline all the verbs you see.

8) Fill in the right form of the verb after you read each sentence carefully in the blank space.

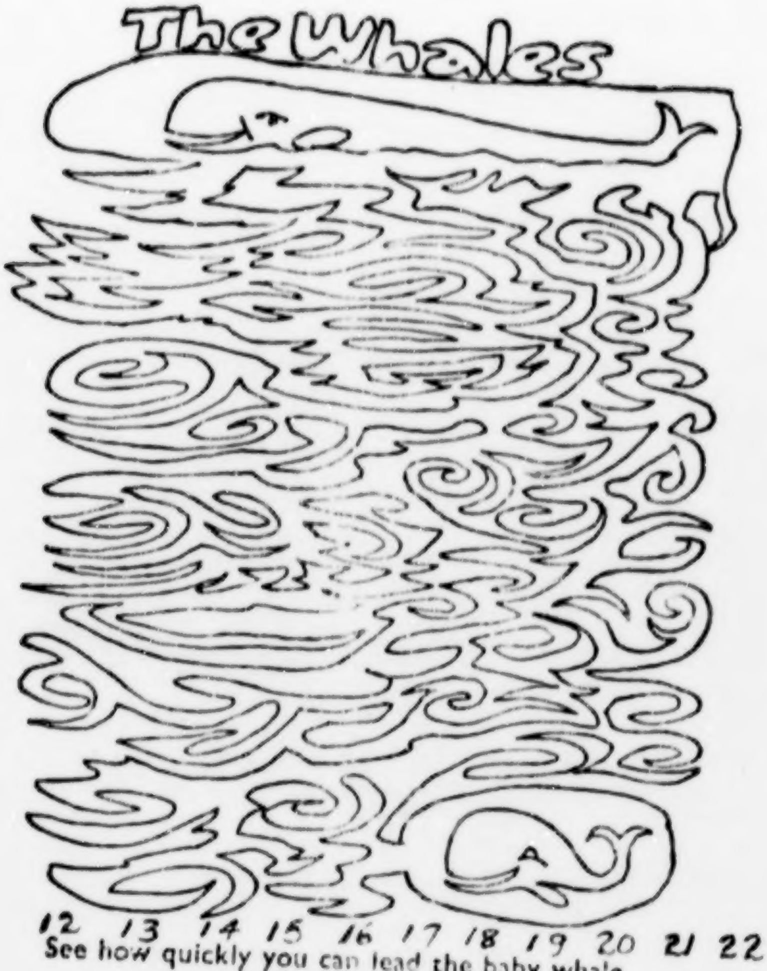
9) Fill in the right form of the verb after you read each sentence carefully in the blank space.

10) Fill in the right form of the verb after you read each sentence carefully in the blank space.

11) Read the paragraph. Look at the underlined verbs. Tell me whether the tense of each is present, past, or future.

NAME ______________________

PARTS OF SPEECH - VERBS


The Whales
12
13
14
15
16
17
18
19
20
21
22

See how quickly you can lead the baby whale to his mother.

12) Here is a verb. Use it in a sentence
showing the present tense.

13) Here is a verb. Use it in a sentence
showing the present tense.

14) Here is a verb. Use it in a sentence
showing the future tense.

15) Read this story. Choose the correct
verb for each of the blank spaces.

16) Write a short story in the present tense
only.

17) Write a short story in the past tense only.

18) Write a short story in the future tense
only.

19) Read each verb and the contraction. Tell
me which is the shorter way and say the word.

20) Read this story and put a line under each
contraction (a word which has a shortened form).

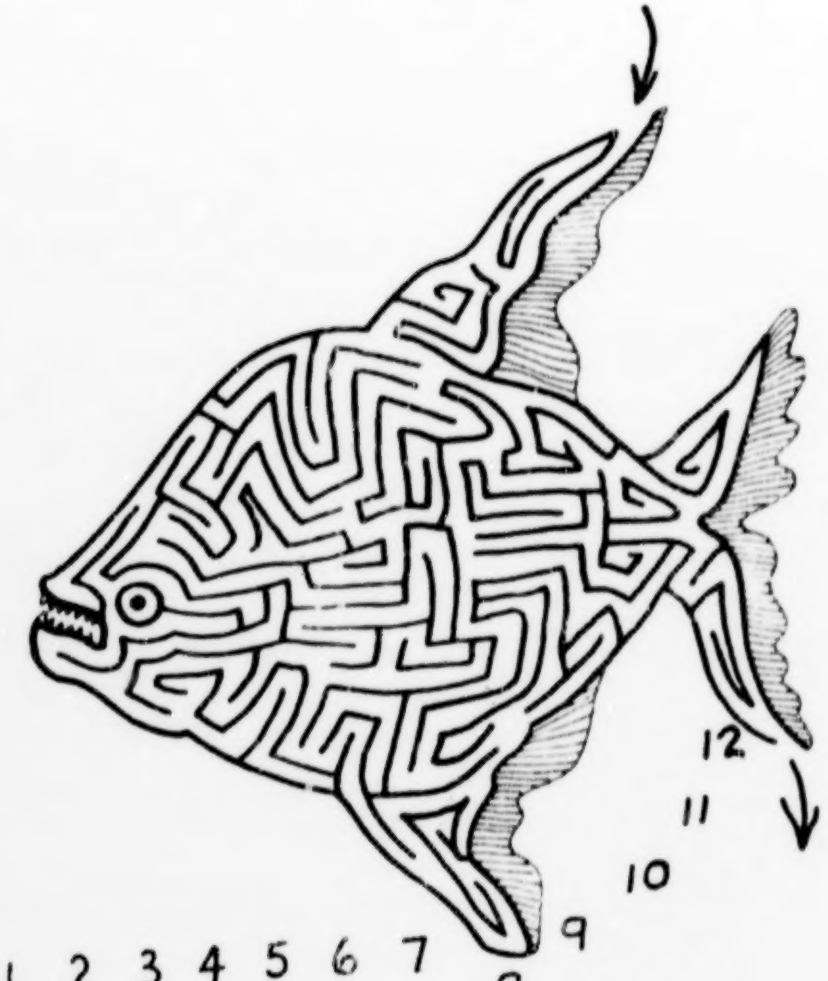
21) Join each verb to its contraction.

22) Fill the blanks with the right contraction.

NAME

△
△ △

PARTS OF SPEECH - ADJECTIVES


12
11
10
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4
3
2
1

1 2 3 4 5 6 7

1 2 3 4 5 6 7 8 9 10 11 12

1) Look at this picture and then choose the face picture that goes with it.

2) I'm going to tell you a story and then you must tell me how the girl in the story felt.

3) Look at this model and tell me about it... What words did you use.

4) I'm going to say a word...happy. You draw me a picture to show what that word means

5) Look at this picture and tell me about it... What words did you use to tell about it.

6) Look at this picture then look at the list of words and draw a line under the word that tells about the picture.

7) Look at this picture and then print the word that tells about it.

8) Here are 2 lists of words. Draw a line between the words that go together.

9) Read this sentence and then choose a word from the list to fill each blank space.

10) Read this sentence and then underline the adjectives in it.

11) Read this sentence and then put a suitable in each space.

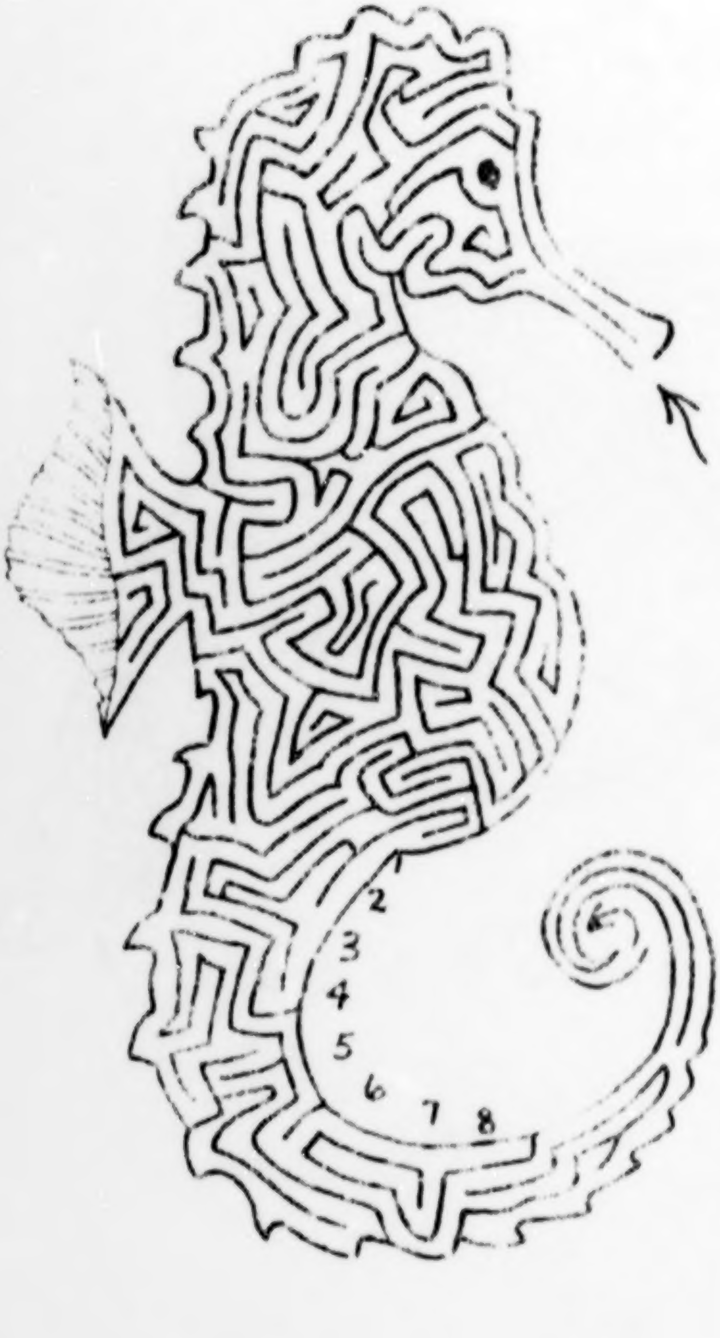
12) Here is a list of words, find all the adjectives and make a list of them.

NAME

△

△ △

PARTS OF SPEECH - DETERMINERS



1) Here is a list of sentences with missing article. Write in the correct article for each sentence.

2) Put in the right article in the blanks.

3) Complete the sentences by filling in the blanks with *this*, *that*, *those*, or *these*.

4) Fill in the blanks with the right demonstrative.

5) Fill in the blanks with the right interrogative: *which*, *what*, *where*, *how*, *when*, or *why*.

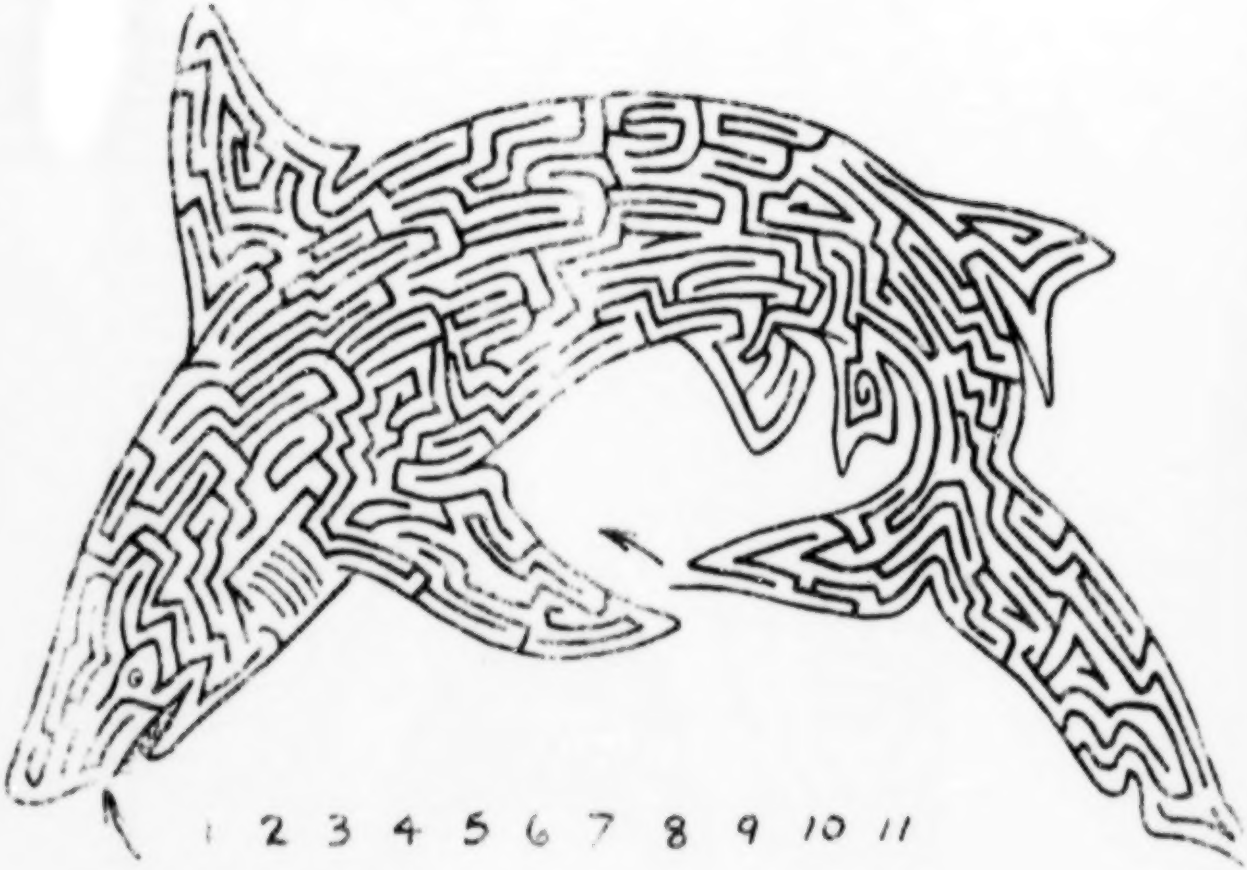
6) Fill in the blanks with the right interrogative.

7) Complete the sentences by filling the blanks with an indefinite pronoun: *many*, *any*, *several*, *some*, or *few*.

8) Fill in the blanks with the correct indefinite pronoun.

NAME ______________________________

PARTS OF SPEECH - PRONOUNS


1
2
3
4
5
6
7
8
9
10
11

1) I'm going to say something and you must touch the person I spoke about.

2) I'm going to say something and you must touch the person I spoke about.

3) I'm going to read a story. Listen carefully and tell me the correct word whenever I ask for it.

4) I'm going to say something and you must draw a line around the little picture that shows who I spoke about.

5) Here is a sentence. Read it and then re-write it using words from the list of John and Jane.

6) Here is a short story. Read it and then put the correct words in the blank spaces.

7) This is Mary's book. Who owns this book?

8) I'm going to read a story. Listen carefully and tell me the correct word whenever I ask for it.

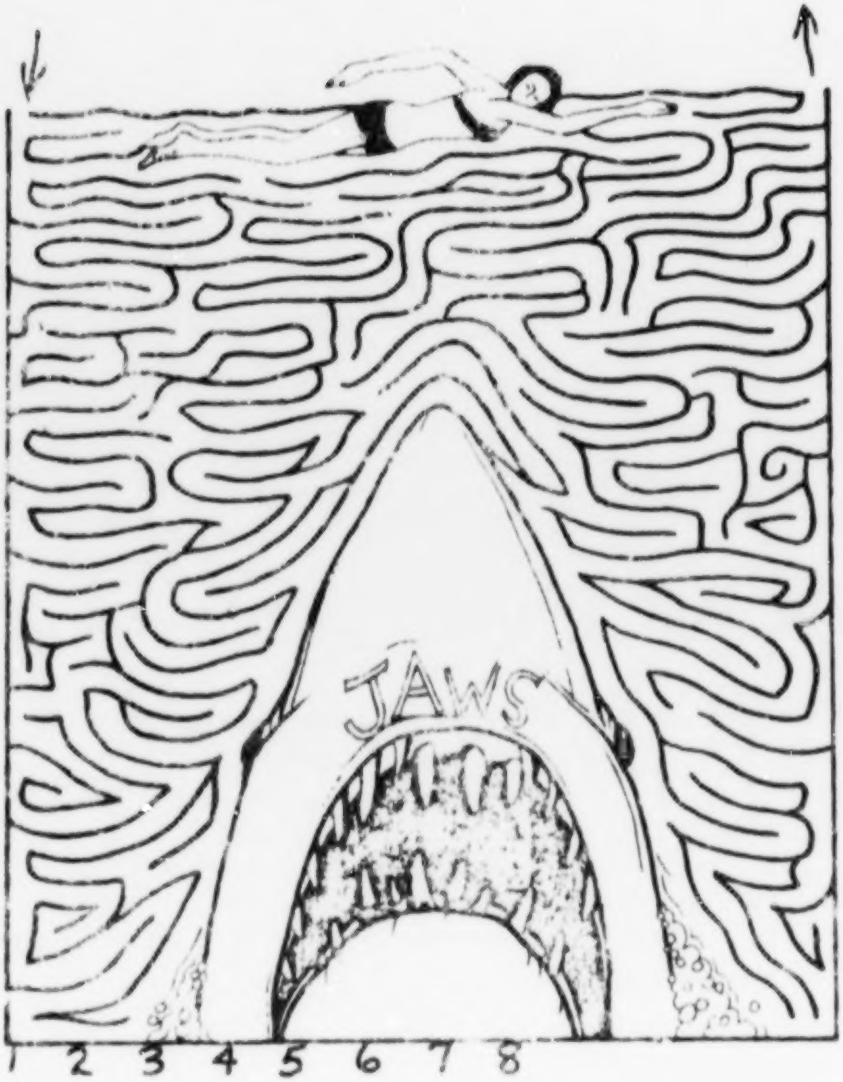
9) I'm going to tell a story about this picture. You listen carefully and then draw a circle around the little pictures that tell who owned the things in the story.

10) Here is a sentence. Read it and then re-write it using a word from the word list to in place of John's.

11) Here is a short story. Read it and then put the correct words in the blank spaces.

____
NAME

PARTS OF SPEECH - ADVERBS


JAWS
1 2 3 4 5 6 7 8

1) Watch what I do and then tell me how I moved.

2) Hop on one foot.

3) Lift up your hand...Tell me which word told you what to do.

4) On your paper there is a list of verbs and a list of adverbs. You are to draw a line to match each adverb to a verb in order to make the most sense.

5) Here is a sentence. There is a blank space for the adverb. Read the sentence and then read the list of adverbs. Choose the one you think makes the most sense and print it in the spare.

6) Here is a sentence. The adverb is missing but there is a blank space for it. Read the sentence and think of a suitable adverb. Write that word in the blank space.

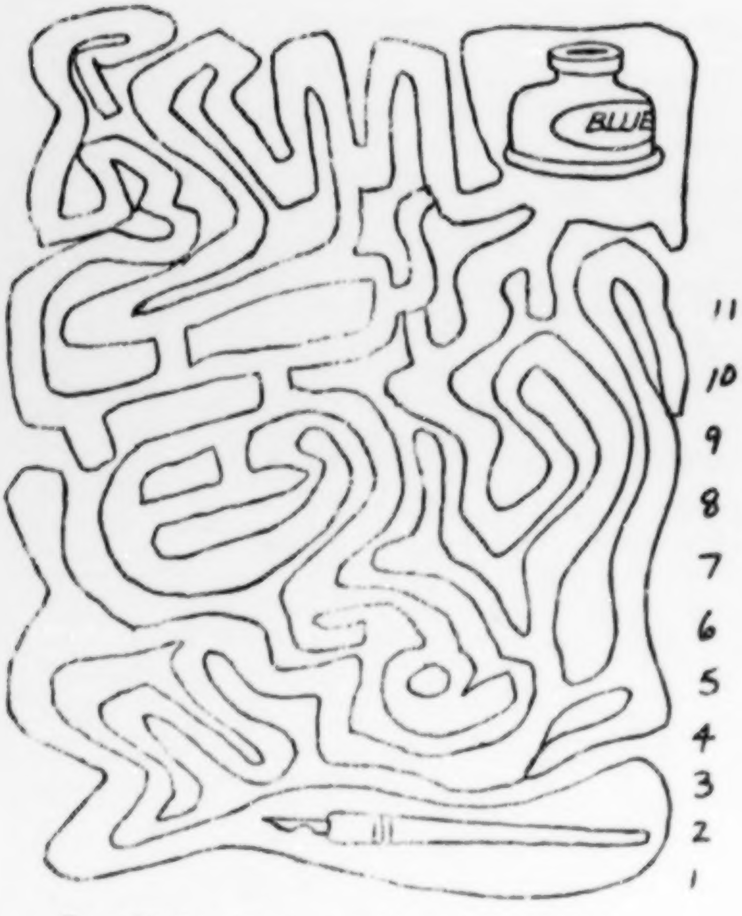
7) Here is a list of nouns, verbs, and adverbs. Draw a line under each one of the adverbs.

8) There are 2 sentences printed on this paper. Read each sentence and then draw a line uner any adverbs that you see.

②

NAME ______________________

CREATIVE WRITING


BLUE
11
10
9
8
7
6
5
4
3
2
1

To refill the pen you must first find the ink!

1) Here are three topics and three sentences. Match them correctly by placing a letter in each space.

2) Choose a topic and write a sentence for it.

3) Read this paragraph and underline the sentence that gives you the main idea.

4) Read the following story. Choose the topic sentence which bests suits the story and underline it in the story.

5) Read the story. What is the main idea?

6) Write a short paragraph about the Olympic Games, and write your main idea in a topic sentence.

7) Here is a topic sentence. Underline the details that go along with it.

8) Here is a topic sentence. Use it to compose your own paragraph.

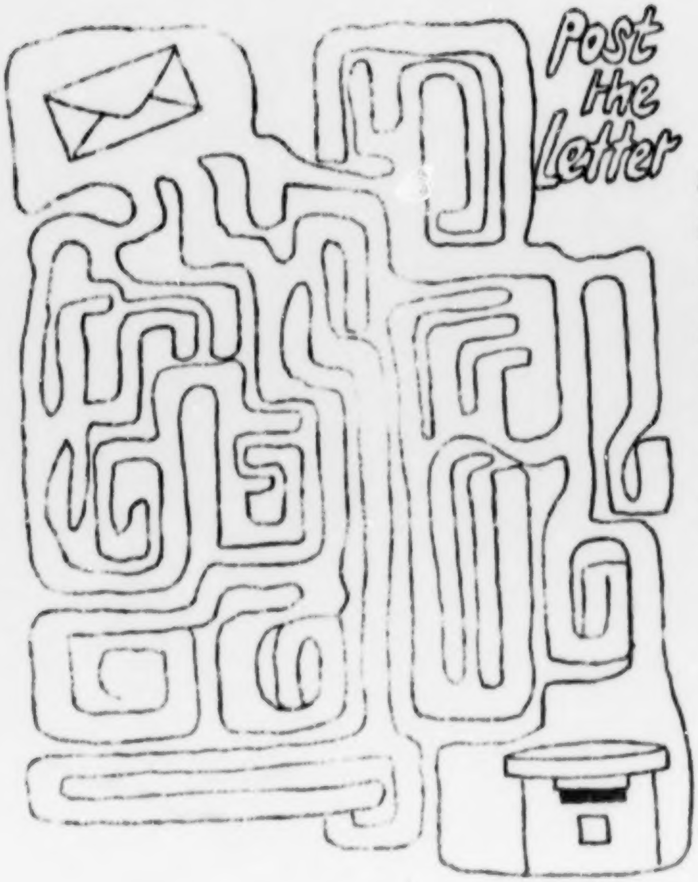
9) Show me the indenting on this page.

10) Here is a story without any indenting. Show me where it should be indented.

11) Here is a story with three main ideas. Each paragraph must be indented. Recopy and indent properly.

NAME

CREATIVE WRITING


Post the Letter

12
13
14
15
16
17
18
19
20
21

This letter is urgent. Post it as quickly as possible.

12) Write a paragraph about your favorite sport.

13) Look at this sentence. What does it do?

14) Write a sentence telling me something about yourself.

15) Look at this sentence. What does it do?

16) Write a sentence asking me a question.

17) Look at this sentence. What does it do?

18) Write a sentence that gives a command or shows strong feelings.

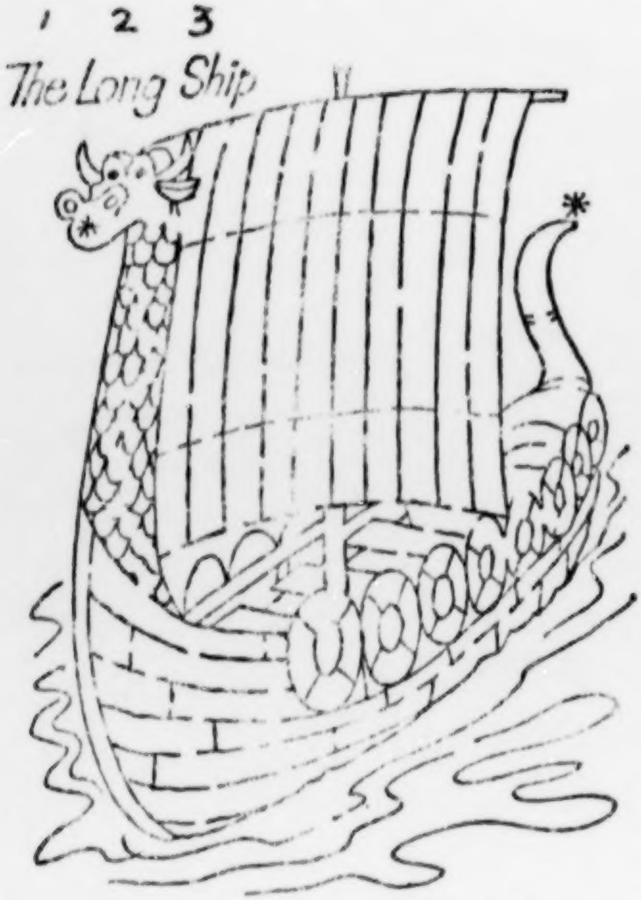
19) Here is a short paragraph. Make an outline.

20) Here is an outline. Compose a short paragraph for it.

21) Read "Talking Pictures" in Wings of Wonder p91. Summarize it by making an outline.

NAME

POETRY


1 2 3
The Long Ship

Wind your way through the ship.

1) Read the poem. Then choose the best word from the list that tells about the feelings the author talked about.

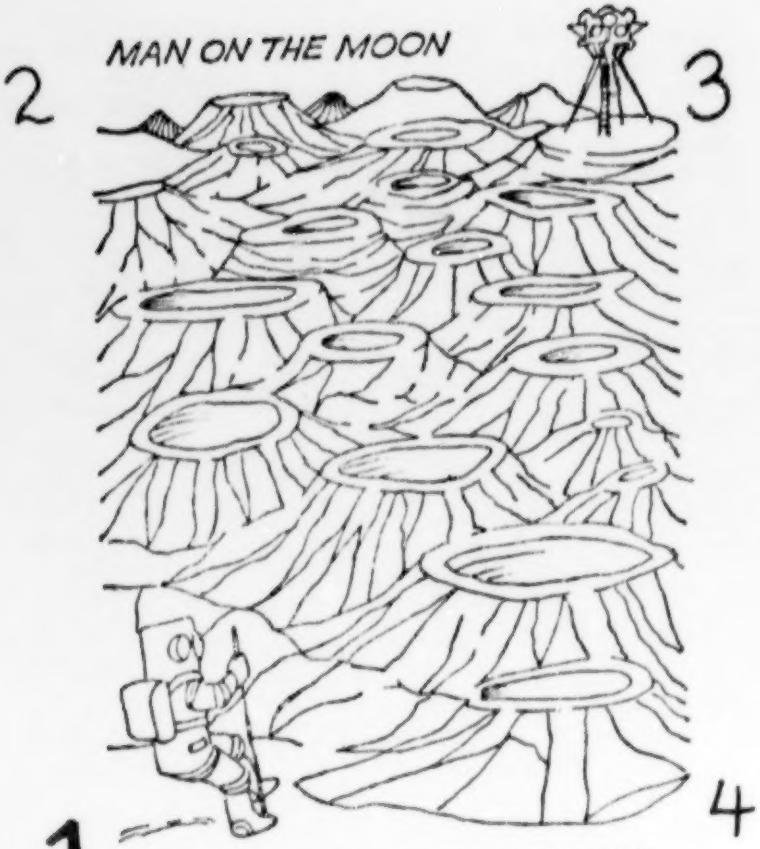
2) Read the poem and choose the best title from the list of three.

3) In the book Alice in Wonderland, why did the author write the book? Choose an answer from the list below.

____
Name

⬡

Research Skills - Introduction


MAN ON THE MOON
2
3
4
1

The astronaut mustn't lose his spaceship. Help him wind his way through the craters.

"Lets go to the library. Show me the card catalogue. Show me a dictionary. Show me an encyclopedia. Show me an atlas. Show me a thesaurus. Show me a yearbook."

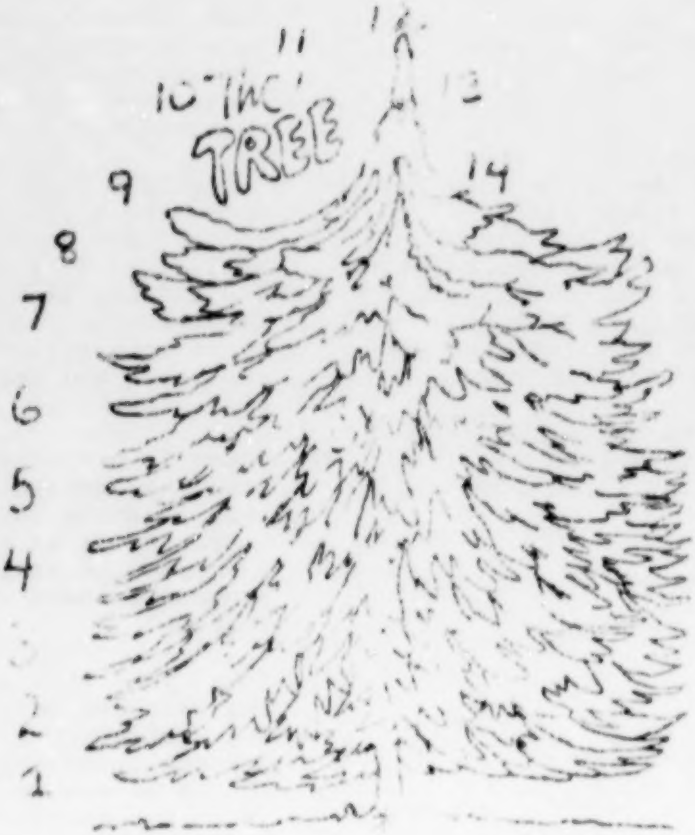
1. "Where would you find a thesaurus and an encyclopedia?
2. What is in a thesaurus?
3. What is in an encyclopedia?
4. What would you use a thesaurus for?
5. What would you use an encyclopedia for?"

1. Where would you find a thesaurus and an encyclopedia?
2. What is in a thesaurus?
3. What is in an encyclopedia?
4. What would you use a thesaurus for?
5. What would you use an encyclopedia for?

"Here is a set of Childcraft Encyclopedias.
Look up the section on 'tigers'. Come and show me."
"Here is a set of the Book of Knowledge.
Look up the section on 'insects'. Come and show me."
"Here is a dictionary.
Look up the word 'reptile'. Come and show me."

Name

Research Skills I


12
11
13
10 THE
TREE
9
14
8
7
6
5
4
3
2
1

Start at the bottom of the tree and find your way to the top.

1) "Here are some lower-case letters. Please arrange them in alphabetical order."

2) "Here is a sheet of paper on which groups of letters are printed. Please take one group at a time and arrange the letters in alphabetical order."

3) "Here is a list of ten words. Print them in alphabetical order."

4) "Here is a list of words that begin with the same letter. Print the words in alphabetical order."

5) "Here is a list of 10 words. Use the dictionary to find these words. Write down the guide words for each word and the page number on which you found it."

6) "Use the word 'beautiful'. Take the dictionary and use it to help you find the guide words for this word, the definition of it, how it is pronounced, how many syllables it contains, and to find a synonym for it. Also, find the parts of the dictionary that show grammatical abbreviations, and parts of speech."

7) "Take the dictionary and look up the word 'metre'. What part of the dictionary was it in? Write down that page number."

8) "Here is a list of 4 words. Look them up in the dictionary. Write down each word and put the 2 guide words next to it."

9) "2 guide words are written on this paper as well as a list of words. Which of the words in the list could fall between two given guide words."

10) "Here is a list of 3 words. Take the dictionary and find the definition for each word. Write down the definition.

11) "Here is a short story. There are some words in it that have more than 1 meaning. These words are underlined. Take the dictionary, and look up each word. Choose the meaning that fits the story. Write down each of the meanings."

12) "Here is a list of 5 words. Some have 1 syllable and others have more than 1 syllable. Take the dictionary and use it to help you to divide each of these words into syllables. Write the words and mark the syllables."

13) "Here is a list of 5 words. Take the dictionary and use the pronunciation key at the beginning or at the bottom of each page to help you to pronounce these words correctly."

14) "Here is a list of 5 words that are new to you. Take the dictionary and use the pronunciation key to help you to pronounce these words. Write the words, using the correct pronunciation marks as shown in the dictionary key."

Name

Research Skills

[illegible] thistle

1) "Look up the topic 'glass' in the encyclopedia. Write down the number of the volume in which you found it and the page numbers that were used for this topic."

2) "Here is a list of topics. Take the encyclopedia and use the alphabetical listing on the cover to find these topics. Write down the listing and the volume number for each topic."

3) "Use the encyclopedia to find the following topics by using the index:
   1. glass
   2. confederation
   3. Prairies
   4. Elizabeth Montgomery

4) "Look up the topic 'glass' in the encyclopedia then answer these questions:
   1. What is the basic material in glass?
   2. What is glass blowing?
   3 What is crystal?

Name

Research Skills III

...AND IT CAME OUT HERE

1) "Use *With Skies and Wings* to find the following information:
    1. title page
    2. table of contents
    3. chapter heading
    4. index
    5. glossary

2) "Take your library book. Tell me the title of the book, the author, the illustrator, the publisher, the place of publication, and the date of publication."

3) "Take your story book. Tell me the things you can find out by reading the table of contents."

4) "Take your reader. Use the table of contents to find the answers to these questions:
    Which is the longest story?
    Which story is sad?
    Which author wrote.....?
    Name the first and last stories."

5) "Use the table of contents in *New Directions 3*: Answer these questions:
    1. Where do you find information on how to use the dictionary?
    2. How many pages long is Chapter One?
    3. Where do you find out where to make spoken book reports?
    4. Where do you find the meaning of prefix?
    5. Which is the first page that tells about nouns?

6) "Take the "New Directions in English", and write down the numbers of the pages which will give you information on 'index'".

7) "This book has a glossary. Take this list of words, look up the definition for each word in the glossary and write it down."

8) "Take a Life-Science book. Show me the bibliography and tell me what it is."

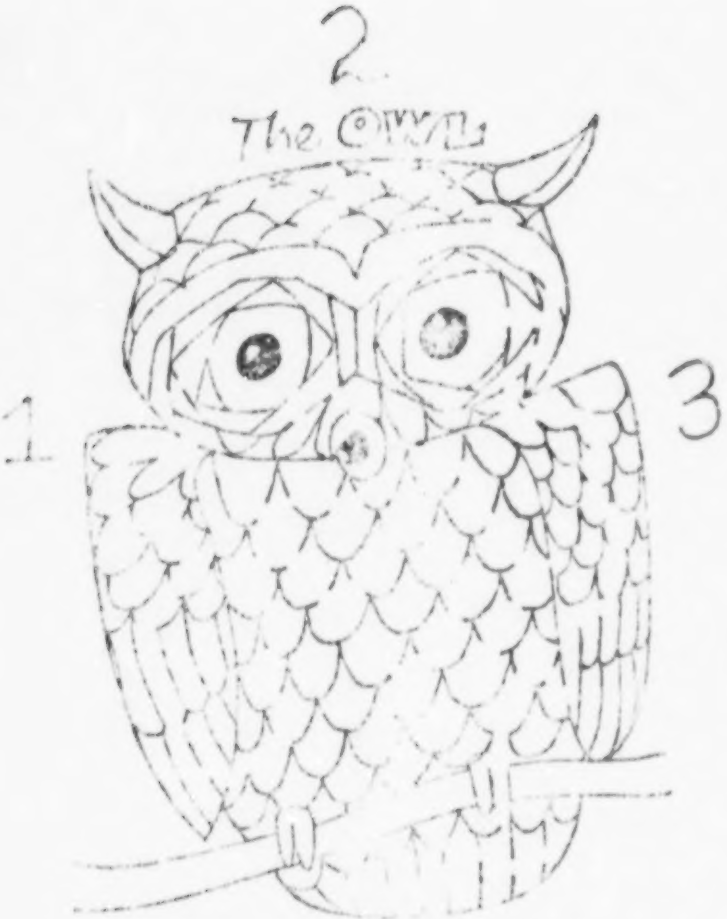
9) "Take your library book. Find the page with the chapter headings in the Table of Contents. Read the chapter headings. Name a character in your book. Tell me what the book could be about. What page is the last chapter on?"

10) "Here are 4 book titles and 1 topic. Choose the book titles you think would most likely cover the topic. Which words in the titles madeyou choose them?"

Name

⬡

Research Skills IV



Start at one eye and see if you can find your way to the [illegible]

1. "Use a telephone directory to locate the following information:

   1. Find a friend's phone number
   2. Find the fire department phone number
   3. Find the police department phone number
   4. Find your dentist's phone number
      Where does he work?
   5. Find the addresses of the first and last persons in the telephone book.
   6. How do you dial long distance?
   7. How do you dial for the operator?
   8. How do you dial for 'information'?

2. "Here is a sample portion from a telephone directory page. Read it and answer the questions below it.

Hendon, Fred, 123 Gene	223-4520
Henson's Autos, 805 South	421-6718
Herbert, Phil, M.D., 421 2nd	217-5016
Hershey, Mrs. Mary, 12 Edward	321-4235

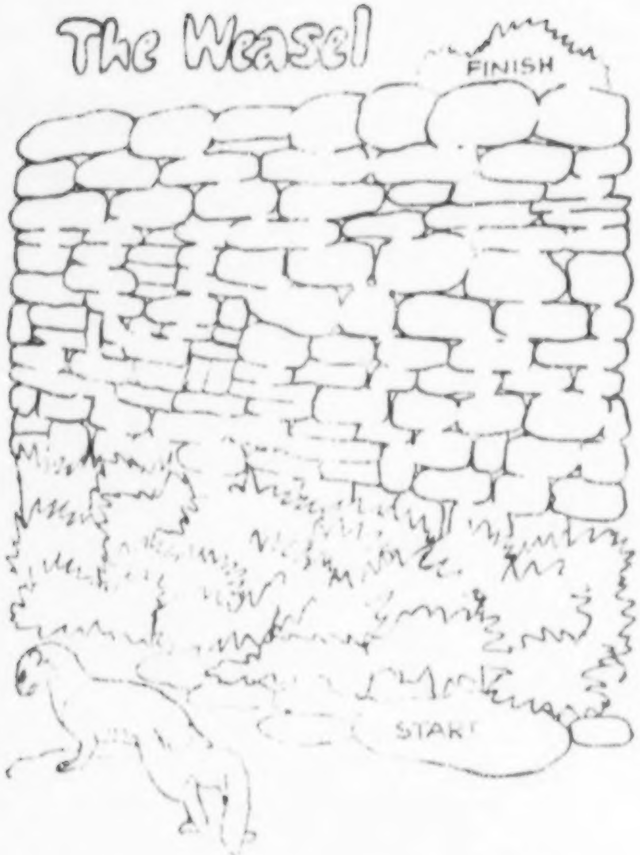
a) Write down a doctor's phone number
b) Give the address of a place that sells cars.
c) What is Mrs. Hershey's phone number? "

3) "Use this telphone directory to find these emergency numbers and list them:

   1. fire department
   2. police department
   3. hospital (Lakeshore General) "

Name

Research Skills V


The Weasel
FINISH
START

1

The weasel should be crossing the wall. Show him which path to take.

1) "Take the thesaurus and find 3 synonyms for these words:

demand beauty silence

Write down the 3 synonyms for each word."

⬡

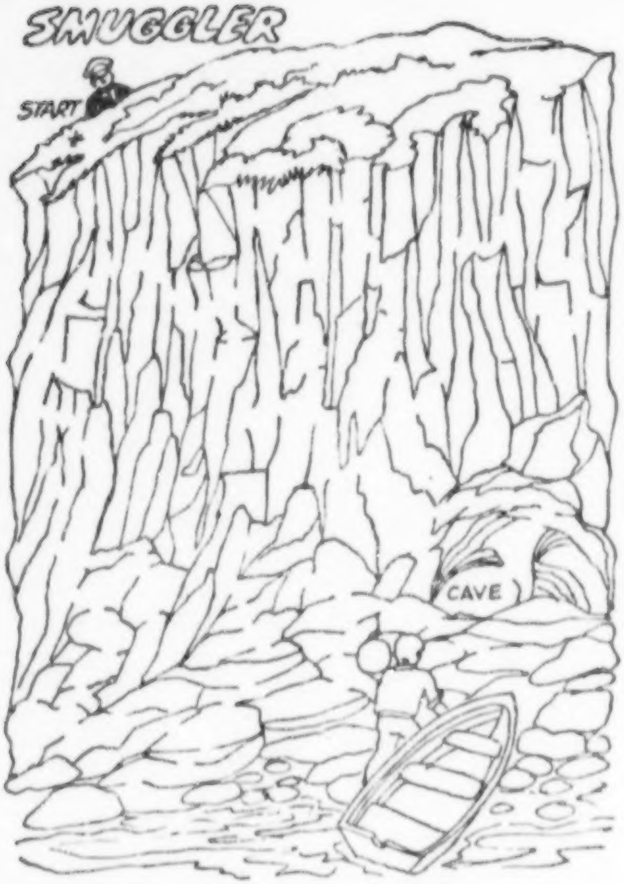
Name

Research Skills VI

2

1

3


SMUGGLER
START
CAVE

If the officer reaches the cave he will catch the smuggler. Show him the way!

1) "Choose a topic. What books, magazines, newspapers, filmstrips, films, photographs, radio, and T.V. programs might give you information? What kinds of information might each give? How will you go about getting the information?"

2) "Choose a topic like a hobby or sport and name a T.V. program that might give us information about your topic."

3) "Think about your favorite sport. Name a T.V. program that tells about your favorite sport. Make a list about the things the T.V. program talks about."

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT Initial Consonant Recognition -(Identify)

	Teacher	Date
Your child is able to:		
(1) Identify the sound of the initial consonant in names of objects.		
(2) Identify the sound of the initial consonant in names of separate pictures.		
(3) Identify the sound of the initial consonant in names of pictures scattered on a printed page.		

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT Initial Consonant Recognition (Identify and Name)

Teacher Date

Your child is able to:

(1) Identify and name the initial consonant in names of objects.

(2) Identify and name the initial consonant in names of separate pictures.

(3) Identify and name the initial consonant in names of pictures scattered on a printed page.

(4) Name and print the initial consonant necessary to complete a specific word.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT Initial Vowel Recognition
(Identify)

Teacher Date

Your child is able to:

(1) Identify the sound of the initial vowel in names of objects.

(2) Identify the sound of the initial vowel in names of spearate pictures.

(3) Identify the sound of the initial vowel in names of pictures scattered on a page.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT Initial Vowel Recognition
(Identify and name)

	Teacher	Date
Your child is able to:		
(1) Identify and name the initial vowel in names of objects.		
(2) Identify and name the initial vowel in names of separate pictures.		
(3) Identify and name the initial vowel in names of pictures scattered on a page.		
(4) Name and print the initial vowel necessary to complete a specific word.		

NAME ____________________

SCHOOL ________ ________ ______

LEVEL ________________ ______

SUBJECT __LANGUAGE ARTS__

UNIT Final Consonant Recognition
(Identify)

Teacher Date

Your child is able to:

(1) Identify the sound at the end of a word.

(2) Select from 3 plastic letters, the letter which goes with the sound at the end of a word.

(3) Select and underline the letter which goes with the sound at the end of a word.

(4) Select the letter card which goes with the sound at the end of the name of a picture.

(5) Select and underline the letter which goes with the sound at the end of the name of a picture.

NAME ______________________________

CHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT Final Consonant Recognition
(Identifying and Naming)

Teacher Date

Your child is able to:

(1) Identify and name the letter which goes with the sound at the end of a word.

(2) Select and name which phonetic letter goes with the sound at the end of a word.

(3) Underline and name the letter which goes with the sound at the end of a word.

(4) Select and name the letter pair which goes with the sound at the end of the name of a picture.

(5) Underline and name the letter which goes with the sound at the end of the name of a picture.

(6) Identify words that have the same ending sounds in a spoken series of words. He can name the appropriate letter.

(7) Identify and underline words that have the same final sound as the name of a specific picture (name not included). He can name the appropriate letter.

(8) Name and print the final consonant necessary to complete a specific word.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT Medial Vowel Recognition
(Identify)

	Teacher	Date
Your child is able to:		
(1) Identify the sound of the medial vowel in a specific word.		
(2) Select from 3 plastic letters the letter which matches the medial sound in a specific word.		
(3) Select from 3 letter cards the letter that matches the medial sound in a specific word.		

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT ___LANGUAGE ARTS___

UNIT ___Medial Vowel Recognition___
(Identify and Name)

Teacher **Date**

Your child is able to:

(1) Identify and name the letter which matches the medial vowel sound in a specific word.

(2) Select and name the plastic letter which matches the medial vowel sound in a specific word.

(3) Identify and name the letter which matches the medial vowel sound in a printed word.

(4) Select and name the letter card which matches the medial vowel sound in the name of a picture (name of picture not shown).

(5) Name and identify by underlining, the letter which matches the sound of the medial vowel in a printed word.

(6) Identify 3 words in a series that match the medial vowel sound of a spoken word.

(7) Select and identify by underlining the letter which matches the medial vowel sound in the name of a picture. (Name of picture is not shown.)

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT Medial Vowel Recognition
(Identify and Name)

	Teacher	Date
Your child is able to:		
(8) Select from a list of 4 words, and identify by underlining, the words which have the same medial vowel sound as the name of a picture. (Name of picture is not shown.)		
(9) Supply the medial vowel necessary to complete a specific word printed on a page.		

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT ______________________________

UNIT Medial Consonant Recognition (Identifying)

Teacher Date

Your child is able to:

(1) Identify the sound which matches the consonant that occurs in the middle of a specific word.

(2) Select the plastic letter that matches the consonant sound that occurs in the middle of a specific word.

(3) Select the letter card that matches the consonant sound that occurs in the middle of the name of a picture.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT Medial Consonant Recognition
(Identifying and Naming)

Teacher Date

Your child is able to:

(1) Identify and name the letter which matches the consonant sound in the middle of a specific word.

(2) Select and name the plastic letter which matches the consonant sound that occurs in the middle of a specific word.

(3) Name and identify by underlining, the letter which matches the consonant sound that occurs in the middle of a spoken word.

(4) Name and select the letter card which matches the consonant sound that occurs in the middle of the name of a picture.

(5) Identify by underlining, the letter which matches the consonant sound that occurs in the middle of a spoken word.

(6) Identify, orally, which of a series of words have the same middle consonant sound as a spoken word.

(7) Identify by underlining, the letter which matches the middle consonant sound that occurs in the middle of the name of a picture.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT Medial Consonant Recognition (Identifying and Naming)

Teacher Date

Your child is able to:

(8) Identify by underlining, which words in a series have the same middle consonant as that in the name of a picture (The name of the picture is not shown.)

(9) Write the middle consonant necessary to complete a specific word.

NAME ____________________

SCHOOL ____________________

LEVEL ____________________

SUBJECT LANGUAGE ARTS

UNIT Phonics - Vowel Combinations

Teacher Date

Your child is able to:

(1) Read and pronounce words containing any vowel combination.

(2) Identify vowel words in a written list when these words are dictated to him.

(3) Listen carefully to the vowel sound in dictated words and underline those words printed on a sheet.

NAME ________________________________

SCHOOL ______________________________

LEVEL _______________________________

SUBJECT LANGUAGE ARTS

UNIT PHONICS - VOWELS

Teacher Date

Your child is able to:

(1) sort objects on the basis of the short and long vowel sounds contained in their names.

(2) sort pictures on the basis of the short and long vowel sounds contained in their names.

(3) identify words containing the short vowel sound.

(4) identify words containing the long vowel sound.

(5) select and list words into 2 groups - long, short sounds.

(6) pronounce words containing vowel - consonant variations.

(7) identify orally the initial consonant blend for the name of a picture.

(8) identify orally, the consonant blend for the end of a name of a picture.

(9) pronounce orally another word containing that specific digraph contained in same position as given words.

Continued...

(10) produce orally another word containing that specific digraph contained in the same position as given words. (ng, ck, ph, gh)

(11) make up words that begin with - wh, th, sh, ch.

(12) make up words that end with - th, sh, ng, ck, ph, gh, ch.

(13) pronounce words with an initial consonant blend and make up new words with the same initial blend.

(14) pronounce words with a final consonant blend and make up new words with the same final blend.

(15) read orally, consonant blends in a sentence.

(16) choose a word containing a consonant blend and write it.

(17) select the blend that makes the initial sound of a spoken word.

(18) reproduce orally, the initial or final consonant blend of a spoken word.

(19) pronounce any v-v combinations in a given list of words.

(20) able to say a new word to match a given v-v sound.

(21) identify the position of the vowel sound in a given list of words.

NAME ______________ ______________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT Language Arts

UNIT Word Identification

Teacher Date

Your child is able to:

(1) Identify the number of separate words in a spoken 3-word phrase.

(2) Identify one word in a sentence of 4 words.

(3) Touch and count the number of words in a 4-word sentence.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT Language Arts

UNIT Word Recognition

	Teacher	Date
Your child is able to:		
(1) Identify his own name -		
i. from amongst other names beginning with a different initial letter.		
ii. from amongst other names beginning with a similar initial letter.		
iii. from amongst other names beginning with a range of initial letters.		
(2) Copy his name legibly from a printed model.		
(3) Print his own name legibly.		

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT SEQUENCE

Teacher **Date**

Your child is able to:

(1) arrange pictures in a story sequence.

(2) arrange pictures in a story sequence and tell the srory.

(3) recall a story based on a series of 3 pictures.

(4) arrange 5 sentence cards in order after hearing a short story.

(5) retell a story in his own words.

(6) arrange 4 sentence cards in the sequence of a story he heard.

(7) reprint 4 sentences in the sequence of a story he heard.

(8) arrange sentence cards in chronological order.

(9) reprint sentences in chronological order.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT DIRECTIONS - WRITTEN

Teacher **Date**

Your child is able to:

(1) draw a picture in response to a command.

(2) follow written directions accurately.

(3) follow a written list of 3 directions in the correct order.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT RELATIONSHIPS - PAIRS

Teacher **Date**

Your child is able to:

1 1) supply a word to match a spoken word.

2) sort and match pictures of things that go together.

3) identify an object that does not belong in a particular group.

4) identify a picture that does not belong in a particular group.

5) Identify a word card that does not belong in a particular group.

6) identify by underlining, a word that does not belong in a certain group.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT RELATIONSHIPS - MAIN IDEAS

Teacher **Date**

Your child is able to:

1) identify, orally, the main idea of a picture.
2) dictate, orally, a title for a picture.
3) supply, orally, a suitable title for a series of pictures.
4) supply, orally, a title for a short story.
5) select orally, a sentence which best describes a picture.
6) identify, by underlining, a sentence which best describes a picture.
7) write a title for a short story.
8) state the main idea of a short story.
9) write the main idea of a short story.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT RELATIONSHIPS - INFERENCE

Your child is able to:	**Teacher**	**Date**
1) relate a picture to a familiar story.		
2) supply a missing word.		
3) select a picture to complete a sentence.		
4) select a word card to complete a sentence.		
5) choose a word to complete a sentence.		
6) complete a sentence correctly.		
7) select a phrase that will complete a sentence.		
8) compose a phrase to complete a sentence.		
9) answer questions related to a read story. (how, why, ect.)		
10) answer question on a read story when the answer is implied but not stated directly in the story.		
11) write answers to questions on a paragraph he has read when the answer is implied but not stated directly in the story.		

NAME ____________________

SCHOOL ____________________

LEVEL ____________________

SUBJECT LANGUAGE ARTS

UNIT RELATIONSHIPS - ANALOGY

Your child is able to:	Teacher	Date
(1) Complete an analogous statement.		
(2) Select a card that completes an analogous statement.		
(3) Select a word that completes an analogous statement.		

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT READING - DECODING

Teacher **Date**

Your child is able to:

(1) demonstrate the way to read a book - from front to back, top to bottom, left to right!

(2) decode a list of words at his reading level.

(3) read a familiar paragraph at his reading level.

(4) read an unfamiliar paragraph at his reading level.

(5) read a group of sentences orally with correct pronunciation.

(6) read a paragraph from a newspaper with correct pronunciation.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT Comprehension

	Teacher	Date
Your child is able to:		
(1) Identify the words in a spoken paragraph which indicate the "where" of the story.		
(2) Identify the words in a spoken paragraph which indicate the "when" in the story.		
(3) Identify the words in a spoken paragraph which indicate the "why" of the story.		
(4) Demonstrate comprehension of a paragraph from a familiar story after he has read it orally by retelling the section in his own words.		
(5) Demonstrate comprehension of a paragraph from an unfamiliar story after he has read it orally by retelling the section in his own words.		
(6) Demonstrate comprehension of a paragraph from a familiar story after he has read it silently by retelling the section in his own words.		

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT Comprehension

	Teacher	Date
Your child is able to:		
(7) Demonstrate comprehension of a paragraph from an unfamiliar story after he has read it silently by retelling the section in his own words.		
(8) Demonstrate comprehension by answering correctly 4 out of 5 factual questions on a familiar passage which he has read orally.		
(9) Demonstrate comprehension by answering correctly 4 out of 5 factual questions on an unfamiliar passage which he has read orally.		
(10) Demonstrate comprehension by answering correctly 4 out of 5 factual questions on a familiar passage which he has read silently.		
(11) Demonstrate comprehension by answering correctly 4 out of 5 factual questions on an unfamiliar passage which he has read silently.		

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS
Comprehension
UNIT Fantasy/Real Life

Teacher **Date**

Your child is able to:

(1) Indicate orally after hearing a short story whether or not it depicted a real life situation.

(2) Indicate orally after hearing a short story whether or not it depicted fantasy situation.

(3) Indicate orally after hearing a short story whether or not it depicted a possible situation.

(4) Classify a collection of pictures on the basis of real life or fantasy situations.

(5) Indicate whether or not a passage he has read depicts a real life situation.

(6) Indicate whether or not a passage he has read depicts a fantasy situation.

(7) Is able to write a paragraph showing a real life situation.

(8) Is able to write a paragraph showing a fantasy situation.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT CLASSIFICATION

	Teacher	Date

Your child is able to:

(1) arrange a set of scrambled words into a sentence.

(2) arrange scrambled sentences in chronological order.

(3) name five words that will tie in with a topic.

(4) provide a suitable topic for a list of words.

(5) relate a list of words to an appropriate topic.

(6) arrange unordered topics from the most general to the most specific.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT DRAWING CONCLUSIONS

Teacher Date

Your child is able to:

(1) supply orally a suitable ending for a familiar story.

(2) supply orally a suitable ending for an unfamiliar story.

(3) supply a suitable ending for a series of pictures.

(4) draw a picture depicting a suitable ending for a familiar story.

(5) draw a picture depicting a suitable ending for an unfamiliar story.

(6) draw a picture depicting the ending for a series of pictures.

(7) write a suitable ending for a familiar story.

(8) write a suitable ending for a story.

(9) identify a sentence which best suits the ending for a familiar story.

(10) identify a sentence which best suits the ending for an unfamiliar story.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT SYLLABICATION - ACCENTING

	Teacher	Date

Your child is able to:

1) underline the accented syllable in 2 syllable words.

2) sort words into 2 columns according to their accent. (2syllable)

3) mark the vowel sound in the accented syllables together with the accent mark.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT SYLLABICATION

Teacher Date

Your child is able to:

(1) indicate the number of syllables in a word by clapping. (one vowel sound)

(2) indicate the number of syllables in a word by clapping. (2 vowel sounds)

(3) indicate the number of syllables in a word by clapping. (3 vowel sounds.)

(4) indicate the number of syllables in a word.

(5) indicate by clapping, the number of syllables in an assortment of words.

(6) mark open and closed syllables with the appropriate sign.

(7) mark the first vowel and indicate the syllables by a stroke in a given list of words.

(8) mark the long and short vowels and divide syllables by a stroke in a given list of words. (2 syllables)

(9) mark the long and short vowels and divide syllables by a stroke in a given list of compound words. (2 syllables)

Continued....

(10) mark the long and short vowels and divide syllables by a stroke in a given list of compound words. (3 syllables.)

(11) mark the first vowel and divide the syllables by a stroke in a given list of words containing prefixes.

(12) mark the first vowel and divide the syllables by a stroke in a given list of words containing suffixes.

(13) mark the vowels and divide the word into syllables by a stroke in a given list of words which have consecutive vowels that are sounded separately.

(14) mark the first vowel and divide the syllables by a stroke in a given list of words that end in "le".

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT WORD ANALYSIS - AFFIXES

Teacher Date

Your child is able to:

1) identify root words in a compound word.

2) indicate the number of root words in a compound word, say them separately and then re-assemble the complete word.

3) combine words orally into compound words.

4) join words to form compound words.

5) separate and name the parts of a word containing a prefix.

6) identify a root word by underlining it.

7) identify a prefix by underlining it.

8) match a prefix to a root word.

9) identify by underlining, a suffix in a word.

10) identify a suffix.

11) match root words to suffixes.

12) indicate root words in a list of words containing prefixes and/or suffixes.

Continued...

13) identify prefixes and suffixes by underlining.

14) match root words to prefixes and suffixes.

15) supply the plural for a familiar word.

16) arrange models in singular and plural form and name each.

17) match picture cards in the singular to those in the plural.

18) make the plural form by adding "s".

19) make the single form by crossing out the "s".

20) indicate number by printing "s" next to the singular, and "p" next to the plural form.

21) make a list of 5 words plural by adding "s".

22) identify the plural form using "es" and read the singular form.

23) indicate plural and singular forms by printing "p" or "s" next to it.

24) will form plural of words ending in x, z, ss, ch, sh, by adding "es".

25) change plural form to singular by changing "i" to "y".

26) indicate plural or single form of words ending in "y" by printing "p" or "s" next to each.

27) form plurals by changing "y" to "i" and adding "es".

28) identify the root words whose plurals end in "fe".

Continued...

29) give the plural for words ending in "fe".

30) write the plural for words ending in "fe".

31) write the plural for words ending in y preceded by a consonant or a vowel, some ending in ss, x, ch, and sh and others ending in f and fe.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT PUNCTUATION

	Teacher	Date
Your child is able to:		
1) identify the correct placement for a period.		
2) dictate the correct placement for a period.		
3) identify the correct placement for capital lettering.		
4) dictate the correct placement for capital lettering.		
5) identify the correct placement for a question mark.		
6) dictate the correct placement for a question mark.		
7) identify the placement for an exclamation mark.		
8) dictate the correct placement for an exclamation mark.		
9) use the period correctly in written work.		
10) use capital lettering correctly in written work.		
11) use periods and capital lettering correctly in written work.		
12) use a question mark correctly in written work.		

Continued...

13) use an exclamation mark correctly in written work.

14) use a period correctly in a paragraph of 3 sentences.

15) use capital lettering correctly in a paragraph of 3 sentences.

16) use capital letters and periods correctly in a short paragraph.

17) use a question mark correctly in a paragraph of 3 sentences.

18) use capitals, periods, exclamation marks correctly in a short paragraph.

19) identify the correct placement for the comma.

20) dictate the correct placement for the comma.

21) insert the comma in the correct position in a sentence.

22) insert the commas correctly in a long sentence.

23) insert the comma correctly when used with a connective.

24) insert the comma correctly when used with an adverbial phrase.

25) insert the comma correctly when used with quotation marks.

26) identify correct placement of the comma in a letter.

27) insert the comma correctly in letter writing.

28) identify correct placement of the comma in an address.

29) insert a comma correctly in an address.

30) identify correct placement of the colon in a sentence.

31) insert a colon correctly in a sentence.

32) identify a semi-colon.

33) identify quotation marks.

34) insert the quotation marks correctly in a sentence.

35) punctuate correctly a sentence with direct speech.

36) insert quotation marks in a sentence with direct speech which is interrupted.

37) insert correct punctuation in a sentence containing direct speech which is interrupted.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT VOCABULARY - ABBREVIATIONS

Teacher Date

Your child is able to:

1) write the acceptable abbreviations, including the use of period, for: Mister, Misses, Doctor.

2) write the acceptable abbreviations, including use of period, for : Company, Limited, Corporation.

3) write the acceptable abbreviations, including use of period, for: etcetera, for example, continued.

4) write the acceptable abbreviations, including use of period, for: Street, Road, Avenue, Crescent, Court, Boulevard.

5) write the acceptable abbreviations, including use of period, for: Municipality, Provinces, Countries.

6) write the acceptable abbreviations, including use of period, for: Rivers, Lakes, Islands, Mountains.

7) write the acceptable abbreviations, including use of period, for: ante meridian, post meridian, Before Christ, anno domino, second, minute, hour, weeks, years.

8) write the acceptable abbreviations, including use of period, for: metre, litre, gram.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT VOCABULARY - ANTONYMS, SYNONYMS
HONONYMS, HOMOPHONES

Teacher Date

Your child is able to:

1) pair pictures of antonyms
2) supply opposites, orally.
3) pair antonym word cards.
4) pair antonyms on a printed page by drawing a line to link them.
5) supply synonyms for a picture.
6) match word cards to pictures that illustrate synonyms.
7) pair synonyms on a printed page by drawing a line to ling them.
8) pair pictures that illustrate hononyms.
9) match word cards to pictures that illustrate hononyms.
10) pair hononyms on a printed page by drawing a line to link them.
11) match word cards to pictures that illustrate homophones.

NAME	
SCHOOL	
LEVEL	

SUBJECT LANGUAGE ARTS

UNIT PARTS OF SPEECH - NOUNS

	Teacher	Date

Your child is able to:

1) respond to an oral direction to pick up a familiar object.
2) name a familiar object.
3) sort objects into singular and plural sets.
4) sort pictures into one, and more than one.
5) arrange pictures into singular and plural sets.
6) draw pictures for a single familiar object.
7) identify the name of a person, place, or thing.
8) underline the noun in a sentence.
9) underline the nouns from 2 lists of words.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT PARTS OF SPEECH - VERBS

Teacher **Date**

Your child is able to:

1) match a picture with its appropriate verb.

2) give a verb for a picture portraying movement.

3) match a noun and appropriate verb.

4) fill in the missing verb from a list of three for a sentence.

5) provide an appropriate verb for a sentence with a blank.

6) can point out the verb in a sentence.

7) select verbs from a list of ports of speech.

8, 9, 10) select a verb in the present, past and future tense to fit in a sentence.

11) indicate orally, the tense of the underlined verbs in a short paragraph.

12, 13, 14) compose a sentence in the present, past and future tense.

15) fill in the missing verbs in a short paragraph using correct tense.

16, 17, 18) compose a short paragraph in the present, past, and future tense.

19) identify the contraction for a list of verbs.

20) underline contractions in a paragraph.

21) match verbs with their appropriate contractions.

22) fill blanks with the right contractions in sentences.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT PARTS OF SPEECH - ADVERBS

	Teacher	Date
Your child is able to:		
1) provide a descriptive adverb for how a body movement occurs.		
2) move as requested.		
3) identify the word or words which describe a certain movement.		
4) match sensible a list of 5 verbs with a list of 5 appropriate adverbs.		
5) select and insert an appropriate adverb to the verb.		
6) supply an appropriate adverb.		
7) select and list adverbs from a list of parts of speech.		
8) underline the adverbs in a given sentence.		

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT PARTS OF SPEECH - ADJECTIVES

Teacher **Date**

Your child is able to:

1) match pictures according to expressions.
2) retell the feeling of a character in a story heard.
3) describe an object and repeat the words used in the description.
4) draw a picture to match an adjective.
5) describe a situational picture and repeat the adjectives used.
6) match adjectives to corresponding pictures.
7) print an adjective corresponding to a picture.
8) match 5 nouns and 5 related adjectives.
9) fill in missing adjectives from a list in a sentence.
10) underline adjectives in a sentence.
11) fill in missing adjectives in a sentence.
12) print all the adjectives from a list of parts of speech.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT ______LANGUAGE ARTS______

UNIT ___PARTS OF SPEECH - DETERMINERS___

Teacher   Date

Your child is able to:

(1) select and insert the appropriate article (a, an, the)

(2) insert the appropriate article in the blank spaces provided for same.

(3) select and insert the appropriate demonstratives (this, that, those, these)

(4) insert the appropriate demonstratives in the blank spaces provided for same.

(5) select and insert the appropriate interrogatives (which, what, how, where, when, why).

(6) insert the appropriate interrogatives in the blank spaces provided for same.

(7) select and insert the appropriate indefinite pronouns (any, several, some, few).

(8) insert the appropriate indefinite pronouns in the blanks provided for same.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT CREATIVE WRITING

Teacher Date

Your child is able to:

1) select a topic and match it correctly to the related sentence.

2) select a topic and compose an appropriate topic sentence.

3) underline the topic sentence in a given paragraph.

4) identify by underlining a topic sentence appropriate to a paragraph.

5) identify the main idea of a short paragraph.

6) compose a main idea and state it in a topic sentence when given a topic.

7) identify by underlining, the action details that go with a topic sentence.

8) compose a paragraph appropriate to a given topic sentence.

9) Identify indenting.

10) Indicate the correct placement for indenting.

11) re-copy and indent a paragraph correctly.

Continued ...

12) write a paragraph about a topic using, indenting, topic sentence, correct punctuation, and correct tense.

13) recognize an assertive sentence.

14) write an assertive sentence.

15) identify an interrogative sentence.

16) write an interrogative sentence.

17) identify an exclamatory sentence.

18) write an exclamatory sentence.

19) construct a skeleton outline for a given paragraph.

20) compose a short paragraph, in correct form, based on a given skeleton outline.

21) summarize the content by noting the details in a given piece of writing.

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT POETRY

Teacher Date

Your child is able to:

(1) Identify the mood of a given poem.

(2) Choose an appropriate title for a poem.

(3) Identify the author's purpose in writing as mainly for -

1. Information
2. Entertainment, or
3. Persuasion

NAME ______________________________

SCHOOL ______________________________

LEVEL ______________________________

SUBJECT LANGUAGE ARTS

UNIT Research Skills - Introduction

Your child is able to:	Teacher	Date
(1) Locate the card catalogue, dictionary, encyclopedia, atlas, thesaurus and year book when in the library.		
(2) Use a card catalogue to locate books or other materials listed therein.		
(3) Answer questions concerning the location, contents, and use of various library reference books (i.e. thesaurus, encyclopedia) and can use them to complete suggested assignments.		
(4) Locate items contained in any source arranged in alphabetical order.		

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS
Research Skills I
UNIT Alphabetizing and Dictionary Skills

	Teacher	Date
Your child is able to:		
(1) Arrange scrambled letters in alphabetical order.		
(2) Print a group of more than 5 letters in alphabetical order.		
(3) Arrange a list of more than 8 words beginning with different letters in alphabetical order.		
(4) Alphabetize a list of more than 8 words beginning with the same letter.		
(5) Locate guide words in a dictionary for a list of 10 words.		
(6) Demonstrate his ability to use the dictionary by answering questions on it and/or showing evidence of correct usage, i.e. guide words, definition, pronunciation, syllabication, multi-meaning words, grammatical abbreviations, parts of speech.		
(7) Take the dictionary and look up a word telling what part of the dictionary it was in and page number.		

NAME ____________________

SCHOOL ____________________

LEVEL ____________________

SUBJECT LANGUAGE ARTS
Research Skills I
UNIT Alphabetizing and Dictionary Skills

	Teacher	Date
Your child is able to:		
(8) Locate dictionary guide words.		
(9) Use dictionary guide words.		
(10) Define a list of words using a dictionary.		
(11) Find the correct meaning of a multi-meaning word in context with a dictionary.		
(12) Divide one and two-syllable words using a dictionary.		
(13) Use the pronunciation key in a dictionary as a guide in pronouncing new words.		
(14) Use accent marks (breve and macron) as they appear in a dictionary for new words.		

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

UNIT Research Skills II
Using the Encyclopedia

Teacher Date

Your child is able to:

(1) Locate a given one-word topic in an encyclopedia and give page numbers.

(2) Use the alphabetical listing for topics in the encyclopedia by noting the volume and page .

(3) Locate a given topic with an index of an encyclopedia.

(4) Locate specific information in the encyclopedia and answer questions about the selection.

NAME ______________________________

SCHOOL ____________________________

LEVEL _____________________________

SUBJECT LANGUAGE ARTS

Research Skills III

UNIT Reference material contained in any Book

Teacher Date

Your child is able to:

(1) Use information contained in the table of contents, title page, index, glossaries and chapter headings by answering questions about correct usage.

(2) Locate the title page of a book and answer questions on the information it provides (title author, publisher, place and date of publication) OK

(3) State the kinds of information in a table of contents. Omit

(4) Use the table of contents to answer questions on the contents of the book.

(5) Locate a given topic by using the table of contents.

NAME ______________________________

SCHOOL ____________________________

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SUBJECT LANGUAGE ARTS --

UNIT Research Skills III
Reference material contained in any Book

Teacher Date

Your child is able to:

(6) Locate the page numbers of a given topic with a topic or subject index.

(7) Use a glossary to define a list of words.

(8) Locate and use the bibliography in any book.

(9) Use chapter headings to locate information by locating given items and listing the chapter headings used.

(10) Identify book titles that would cover a specific topic and can identify key words in the titles which influenced his choice.

NAME ____________________

SCHOOL ____________________

LEVEL ____________________

SUBJECT LANGUAGE ARTS

UNIT Research V
Using a Thesaurus

Teacher Date

Your child is able to:

(1) Use a thesaurus to find 3 synonyms for a given word.

NAME ______________________

SCHOOL ______________________

LEVEL ______________________

SUBJECT LANGUAGE ARTS

UNIT Research Skills VI Using Mass Media

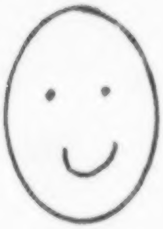
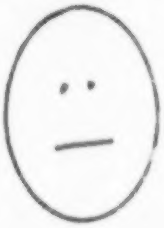
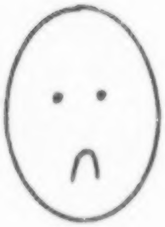
	Teacher	Date
Your child is able to:		
(1) Demonstrate an awareness of, and an ability to use mass media sources by explaining some of the information they present and how to go about obtaining it.		
(2) Choose a topic and name at least one T.V. program that might be able to provide information on it.		
(3) Name a T.V. program that tells about his favourite sport and to list the information he may gain from such a source.		

LEARNER INPUT

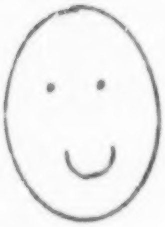
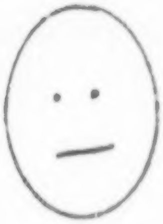
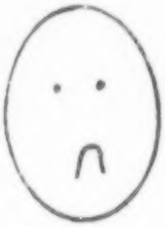
I am a	girl	I am	5
			6
	boy		7
			8
			9
			10

Choose a Face to tell how you liked working with these cards.

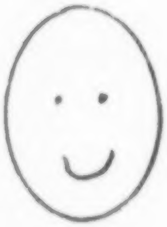
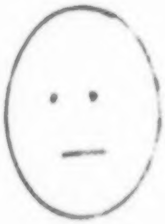
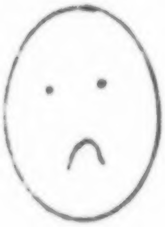
Did you like working with these cards?

Did you find the cards easy to use?

Did these objectives help you to learn better?

TEACHER INPUT

Date:__________________

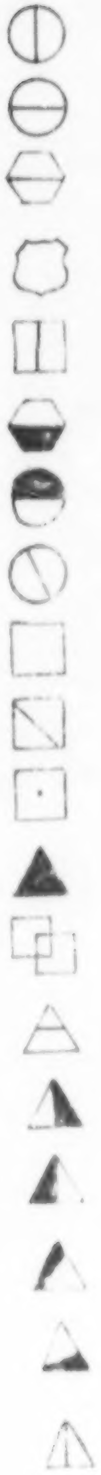
1. a)	Did you enjoy working with these objectives?	1. Yes No No opinion
b)	Do you believe that your pupils enjoyed working with these objectives?	Yes No No opinion
2.	In general, do you believe that your pupils achieved the stated or implied objectives?	2. Yes No No opinion
3. a)	Did you find it easy to maintain the materials in an orderly manner?	3. Yes No No opinion
b)	Did you find it easy to distribute and retrieve the materials?	Yes No No opinion
c)	Were the materials easy to manage in a teaching situation.	Yes No No opinion
4.	Is the appearance of the materials pleasing to you?	4. Yes No No opinion
5.	Did these objectives save you a great deal of time in preparation?	5. Yes No No opinion
6.	In spite of the fact that these objectives may have saved you time with respect to preparation, did you still have to spend a great deal of time in preparation?	6. Yes No No opinion
7.	If there is any way in which you believe that these objectives could be improved, please give it in writing. (Write on back of this sheet, please)	

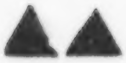
INVENTORY

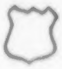
Cards:

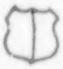
Re-Order:

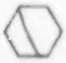
10 green
20 green
10 blue
1 grey
10 yellow
11 blue
4 green
7 green
5 yellow
4 yellow
10 yellow
7 orange
24 yellow
7 orange
7 orange
5 orange
8 orange
12 orange
12 orange

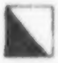


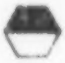
3 orange
20 orange


3 grey


6 grey


9 blue


3 yellow


28 blue


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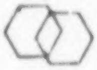
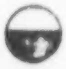
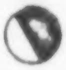
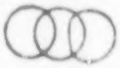
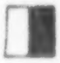
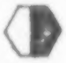


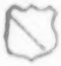
11 green


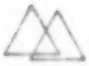
8 green


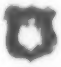
7 green


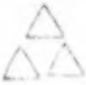
10 yellow


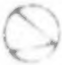
18 blue


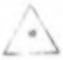
31 grey


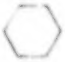
37 orange


19 grey


68 orange


21 green


3 orange


39 blue


Recording pages	**Re-order:**
p. 539	Teacher's record sheet
pps. 540 - 601	Child's record sheets
602 - 676	Parent's record sheets
p. 677	Learner Input
p. 678	Teacher input

INTEGRATING THE LANGUAGE ARTS

RESPONSIBILITIES OF THE TEACHER:

1 -- KNOW THE OBJECTIVES FOR YOUR LEVEL.
(REFER TO M.E.Q. OBJECTIVES).

II -- MAKE A SKILLS SHEET FOR CLASS:
I.E.

STUDENT NAMES	SKILLS	TO	BE	ASSESSED	
JOHNNY	/ .		*		
PENNY	X				

KEY

/ 1) TOPIC INTRODUCED - (INITIAL INTRODUCTION TO SKILL)
X 2) GOOD PROGRESS -
* 3) APPLICATION OF THE SKILL TO OTHER MATERIAL IS SUCCESFULL.

III --PLAN YOUR PROGRAM.

--LISTENING, SPEAKING, READING, WRITING VIEWING